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ABSTRACT

The report of legislation in foreign countries concerning special education for handicapped children and youth is based on the replies of 30 countries to a questionnaire. The first part of the report presents in the form of a synthesis the main data concerning the general background of special education, both statutory and administrative, its structure and organization, and special classes and institutions for training various categories of handicapped youth. The second part of the report summarizes what each country has undertaken in terms of legislation and practical action towards the education of handicapped youth. This information is presented in the following categories for each country: main legislative bases of special education, categories of beneficiaries of special education, special classes and establishments, operation of the special education system, teaching staff, and social reintegration. (KW)

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UNITED NATIONS EDUCATIONAL,
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A STUDY OF THE LEGISLATION CONCERNING THE SPECIAL EDUCATION
OF HANDICAPPED CHILDREN AND YOUNG PEOPLE

SUMMARY

This study is based on the replies of thirty countries to a questionnaire sent by the Secretariat to the National Commissions of a number of Member States.

The first part of the study presents in the form of a synthesis the main data concerning the general background of special education, both statutory and administrative, its structure and organization, and the professional training of various categories of handicapped youth, together with their social readaptation.

The second part provides a general summary of what each country replying to the questionnaire has undertaken in terms of legislation and of practical action towards the education of handicapped youth.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

1. The General Conference of Unesco defined special education at its tenth session (1958) as "covering all general or vocational education given to children who are physically handicapped, mentally handicapped, socially maladjusted or are in other special categories".
2. In 1966 the General Conference, in resolution 1.133, authorized the Director-General "to develop a programme in special education...on the basis of voluntary contributions from Member States". The work plan attached provided for a study of, among other things, the legal, regulatory and practical steps taken by Member States in dealing with special education. This is the framework of the present study. There is an undoubted interest in tracking the legislative progress made in this direction, year by year and step by step, by countries eager to raise their least-favoured subjects to the dignity of manhood and the fullness of citizenship. The study can only bear, however, on those countries that have supplied sufficient data to provide a foundation. A questionnaire (Annex I), drawn up by Unesco's Secretariat, was sent during 1968 to the National Commissions of a number of Member States. Thirty-three replies⁽¹⁾ were received in time for the purposes of writing this study. As three of them,⁽²⁾ however, indicate that they had as yet no legislation relating to handicapped children and do not report any specific action in this field, the study in fact deals with information furnished in thirty replies.
3. This information constitutes the single basis on which this study rests. In Part I it is presented in synthetic form, the purpose being, however, not so much to achieve the complete synthesis of all the data provided as to identify the most prominent features of laws and regulations affecting special education, together with the trends they reveal. This has not proved an easy task since the replies often deal with practical achievements concurrently with legal concepts and since the terminology varies considerably as between different countries.
4. Part II of the study provides a general summary, based upon the separate reply of each country, of what has been undertaken in one case and another in the matter of legislation and practical achievement with regard to the education of handicapped youth.
5. In considering the various issues attention will be given to the main foundations of special education, the categories of subjects who are its recipients, the types of establishments that cater for the handicapped, the teaching potential and, lastly, the social readaptation of the handicapped young, which is the end-purpose of all action undertaken for their betterment.
6. This is the plan for Part I. In Part II the main distinctions will be retained in so far as the information provided allows it.

(1) Replies from Argentina, Australia, Belgium, Brazil, Cambodia, Chile, Czechoslovakia, Denmark, France, Federal Republic of Germany, Hungary, India, Iraq, Iran, Israel, Italy, Ivory Coast, Japan, Kuwait, Lebanon, Madagascar, Mexico, Netherlands, Nigeria, Poland, Sweden, Switzerland, Tanzania, Thailand, United Arab Republic, United Kingdom of Great Britain and Northern Ireland, United States of America, Union of Soviet Socialist Republics.

(2) Viz. Cambodia, which however announces forthcoming action in this field; Ivory Coast, which is currently concerned with the problem of handicapped youth; and Tanzania, whose Education Act, 1961, does deal with the question of handicapped children by implication.

PART I

I. MAIN BASES OF SPECIAL EDUCATION

A. General structures

7. As in many other fields, public conscience in this field of education of handicapped children has outdistanced the legislators' thinking by its practical achievements. Back in the eighteenth century Abbé de l'Epée had set up an institute for the deaf-mute in France. A similar institution was founded in Holland in 1790. In the United States of America the reply to the questionnaire draws attention to the creation in 1830 of a home for training the blind, while Argentina reports the founding of an establishment for deaf-mutes in 1873. Many other countries record similar initiatives.
8. It appears nevertheless that the law-makers only became truly conscious of the community's obligations towards the totality of physically or mentally handicapped children at the point where, education having become accepted as a component of social progress and an imperative first claim for all citizens, it became a matter of equity to make a special place for such children in the laws on education. France, for example, in its very first law on compulsory primary education (1882), made special mention of the blind and deaf-mutes.
9. The emergence in official texts of special provisions for handicapped youth may in a variety of countries be related to certain governing factors. In some cases the link is with a general revision of the educational structure as a whole. This was the case, for example, in the USSR, where after the revolution, a new basis was given to all institutions: by decree of the Council of Peoples' Commissars a co-ordination was brought about in 1919 of the Peoples' Commissariats for Education and for Public Health, the better to ensure the organization of teaching and of health supervision of handicapped children. It appears that Italy, from 1928 onwards, carried out a reform of primary education in the course of which it introduced the principle of special education for the handicapped with special schools for the purpose. Similarly in Japan, the law of 1947 on the school system makes provision for handicapped youth. Israel in 1949, laying the foundations of her educational structure, included particular provisions for these categories of children. Sweden, in 1962, was led to revise her educational system which now makes provision for special education.
10. It should also be noted that in the years following the Second World War, most countries revised their basic texts concerning education. The principle of assistance to the handicapped having gained general acceptance, all these countries have provided special facilities for physically or mentally handicapped children.
11. The legislation can be studied from various standpoints. A scrutiny of the various replies reveals that some countries have shown a certain caution in making provision for handicapped children within their school systems. In most cases there is a basic law which mentions this category of children, then one or more sets of corresponding regulations, more or less detailed as the case may be, sometimes breaking the category down into several divisions for each of which appropriate types of training are prescribed. Detailed decisions and the implementation of the whole system are then left to the administrative services. This is the position in, for example, Australia and the United Kingdom and, to a lesser extent, in Czechoslovakia, Israel, Japan, Mexico and the Netherlands.
12. In some other countries the legal structure is more complex. There is still a basic law on education or compulsory schooling, but it is developed in a series of further laws, decrees, orders, circulars and elaborate regulations. This is a feature among others of the measures taken in this field by Belgium, Chile, France, Hungary, Poland and USSR.

N.B. It should be noted that the distinction just made may result from the meaning attached by the various countries to the question bearing on "the principal legislative provisions and regulations" relating to special education. The range of texts provided in reply varies according to the interpretation given to the question.

13. Lastly, the legal basis given to special education in some countries is not clearly defined in the information provided. It may even in a few cases appear imprecise, or even non-existent, when related to quite significant practical applications. This is for example the case of India, Iraq, Iran, Kuwait, Lebanon, Nigeria, Thailand and the United Arab Republic.

B. Level at which legislation is adopted

14. The replies to the question relating to the level at which laws are made concerning handicapped children and youth indicate that there are two types of legislative processes. In countries with centralized governments the law is drawn up by the legislatures after due consultation with the competent authorities, rendered operative by the Head of State and applied either directly or through ministerial orders and regulations which elaborate the details called for by the administrative structure of the country. This is the situation in the majority of countries covered by this inquiry.

15. In decentralized countries, on the other hand, the legislative function is divided - in degrees corresponding to the character of the constitution - between the central authority and that of states, provinces or cantons. In the matter of special education it would seem that the main impulse is given in the legislation of the central government - which has some right of supervision over its component territorial units - while the measures specific to each state or province are left to the care of local legislatures. The latter have the task of adapting new directives to their respective educational systems, while execution is remitted to the local school authorities.

16. Thus in the United States, the Federal Government's initiative is mainly confined to budgetary grants or to proposals submitted to states, universities, public and private associations, etc., aimed at promoting special education. A somewhat similar situation obtains in Brazil. In the USSR, legislative action bearing on special education is taken either at Union level or at that of the Republics, both delegating a certain degree of authority to the executive committees of territories and districts. In Switzerland a major law of 1959 stimulated the development of cantonal action in the field of special education. The Federal Republic of Germany is less informative on this matter, which is largely in the hands of the Laender; but there is mention of a Federal Law on social assistance which includes provision for the education of the handicapped which doubtless provided a basis for the legislative action taken by the various Laender.

C. Responsible ministries

17. The training of handicapped children involves a multiplicity of problems varying according to the character and degree of their disability. The solution to these problems often calls for participation by several ministries whose attributions do not always coincide from one country to another. In general, and with very few exceptions (such, for example, as Iraq and Switzerland, in both of which the Ministry of the Interior is responsible for a number of special education institutions), it is the Ministry of Education which carries the major responsibilities in this field. It is in fact quoted as the sole competent authority in Brazil, the Federal Republic of Germany, Japan, Thailand and the United Kingdom (Scotland).

18. In order to endow the Federal Government of the United States with more effective powers with regard to the handicapped, a law was passed in 1966 which created within the Office of Education a unit (Bureau for the Education and Training of the Handicapped) which co-ordinates all projects and activities relating to handicapped youth. Similarly Israel reports that since 1950, its Ministry of Education has a service specialized in this field, and this is also the case in Kuwait, Mexico, Thailand and USSR. Iran has recently taken action in the same sense, and other countries may be following suit.

19. Several countries (Belgium, Czechoslovakia, Hungary, Iran, Israel, Italy, the Netherlands, Nigeria, the United Arab Republic, the United Kingdom (England and Wales, Northern Ireland) and USSR, refer not only to the Ministry of Education but to the Ministry of Health as

having jurisdiction over hospital establishments in which handicapped children receive such instruction as their condition permits in addition to medical care. In other countries (Poland, Sweden) social welfare authorities are also involved. In Denmark, France and Kuwait responsibility for handicapped children is shared between the ministries of education and social affairs. Iraq goes further and calls on the ministries of education, home affairs, labour and social affairs. In the Netherlands also three ministries - education and science, social affairs and health, cultural affairs, recreation and social welfare - share responsibility. Madagascar has cultural affairs, health and labour involved. Other countries, including Belgium, Czechoslovakia, Iraq, Italy and Nigeria assign some competence to the Ministry of Labour, sometimes associated with social affairs or employment, with particular reference to training or occupational centres and to the possibilities of subsequent rehabilitation of the handicapped young. In the United Kingdom (England, Wales and Scotland) the care of this category falls to the Department of Employment and Productivity.

20. The United States is a special case by reason of an administrative structure which brings together, in a Department of Health, Education and Welfare, three major services, thus combining all the authorities likely to be involved in the various aspects of special education.
21. Finally, one group of countries (Belgium, Chile, France, Iran, Italy and Madagascar) report that their ministries of justice have charge of the socially maladjusted and can order their placing in educational establishments.
22. It is of interest to note that, as early as 1919, USSR brought about the co-ordination of action among its administrative services competent for the care of handicapped youth; that Australia set up an interdepartmental committee combining the departments of education, health and child and social welfare, together with a treasury officer, to manage a fund for assistance to the intellectually handicapped; and that Czechoslovakia has a co-ordinating committee of the ministries of education, health and labour and social affairs to watch over special education. It is believed that a number of other countries have set up similar co-ordination.

D. Compulsory schooling

23. Basic laws on education as drawn up by the various countries generally include in their provisions concerning compulsory education - where compulsion exists - a clause making particular arrangements for handicapped children. Where the legislation dates back for a considerable period, subject to various amendments, it is interesting to note the moment at which legislators became concerned about handicapped youth. The evidence contained in these replies indicates that in France, compulsory education including the training of the handicapped emerged as early as 1882; in USSR the obligation to provide for the handicapped appears first in a decree of the Council of Peoples' Commissars dated 1927; in Denmark the deaf, blind and mentally handicapped are mentioned in the Constitution itself; in certain Swiss cantons, as early as the education laws of 1899 and 1900 (Zurich), or not until 1929 for certain categories of handicapped only (City of Basle). Countries such as Czechoslovakia, the Federal Republic of Germany, Hungary, Kuwait, the Netherlands, Poland and Sweden also mention general compulsory education as extending to handicapped youth, but the dates are more recent e.g. Czechoslovakia, 1960; Hungary, 1961; Kuwait, 1965; Poland, 1956; and Sweden, 1962.
24. According to the information supplied it would seem that in some countries, the enforcement of compulsory education is linked with the function of identifying the handicapped or of placing them in special schools, the process being governed by law or decree. This is the situation in Hungary, Israel, Japan, Sweden and the United Kingdom. Compulsory education for handicapped children generally covers the whole primary stage, extending over six to eight years. Where it covers a longer period (e.g. in the United Kingdom - England and Wales) it also includes part of the secondary stage, either general or occupational. Elsewhere (Hungary, Israel, United Kingdom - Scotland and Northern Ireland) schooling for the handicapped may be extended for not less than one year beyond primary or even up to the age of twenty-one or twenty-three. In some cases the law provides that handicapped children will begin their schooling early, say at three years of age instead of six; Czechoslovakia is one such case.
25. Release from the obligation to attend school is governed with varying degrees of severity. In most cases, as for example in Chile, the obligation is only waived where the child is incapable, on physical or mental grounds, of absorbing any kind of education. In some cases

release can only be granted after elaborate examination and may require a decision at the ministerial level, as in Israel. In some states of the U.S.A. school attendance may be waived if, after medical and psychological tests, it appears that there is no establishment suitable for the pupil.

26. The procedure followed in Belgium indicates a further development: whereas the 1914 Act relieved handicapped children from compulsory schooling if the school was too far away, the 1931 Act encourages parents to entrust mentally deficient children to special establishments provided these can be reached by transport means; since the latter date, and with the creation of more specialized schools, voluntary enrolments have increased. In Australia the law bases compulsion on the existence of a special school within the school district in which the child lives; but as these districts have not yet been delineated, the obligation remains as yet inoperative. A similar principle appears to be followed in Kuwait, where school attendance becomes compulsory as soon as a suitable establishment becomes available. In Iran, despite the stipulations of the law, many handicapped children are denied schooling owing to the absence of a sufficient number of specialized institutions. There are also countries where the law does not impose compulsion, e.g. Argentina, Brazil, Iraq and Nigeria.

It should be noted that many countries provide for assistance to the handicapped young in carrying out their school obligation (see below, IV.D).

II. CATEGORIES OF BENEFICIARIES OF SPECIAL EDUCATION

27. Turning to the subject of the definition of deficiency, one finding at once emerges: on the one hand the terminology used in the various replies, while showing some points of contact, does not cover the same disabilities from one country to another; while on the other these disabilities vary so greatly from one individual to another that it is sometimes difficult to group subjects under one description.

28. Viewed from the angle of legislation that tends to proceed by way of general provisions, the difficulties inherent in drawing up an exact and detailed list of disabilities is often overcome by using, in the law itself, terms of very broad application, the authorities subsequently adding precise definitions either by decree or regulation, or by administrative instruction. This has been the practice followed, for example, in the texts adopted in the United Kingdom (England, Wales, Scotland and Northern Ireland), in Israel and in Japan. Other countries have achieved the same purpose by specifying the main categories of deficiencies and by adding, to close the list, some general formula such as "other categories" or "other health-impaired children, who, by reason thereof, require special education". This line was adopted, in particular, by Belgium, Mexico, Switzerland and the United States.

29. Lastly, very many countries have laws, decrees, orders and regulations containing detailed classifications in which, despite terminological variations, the following are found virtually as constants: sensory deficient (deficient in sight or hearing), speech defectives, the physically handicapped, those suffering from motor deficiencies or the mentally deficient. In addition to this basic classification many countries have categories for the educationally retarded, the chronically ill, children suffering from psychic disturbance and the socially maladjusted. In some cases the classification includes more exact definitions, such as epileptics (Netherlands, United Kingdom), sufferers from poliomyelitis (Kuwait), paralytics (Israel), delicate children (Japan, Netherlands, Poland, United Kingdom), those affected by chronic disease (Poland), rheumatic heart disease or non-pulmonary tuberculosis (United Arab Republic), the emotionally disturbed (Australia, Israel, United States), those morally abandoned (Poland) or in a state of extreme destitution (Iraq). Children suffering from associated deficiencies are also mentioned in the classifications of Czechoslovakia, Hungary, Mexico and the United States (Illinois). The Italian legislation only mentions specifically the blind and the deaf-mute, but makes it plain that all deficient children are taught and cared for in Italian schools. It should also be noted that in some countries with a federal structure, the authorities often use classifications of a local character (Brazil and the United States, for example).

30. From the chronological standpoint it is clear that the earliest handicapped categories to benefit from special education were the blind and the deaf, whose disabilities are manifest. Regarding mental deficiencies, which are more difficult to assess, most countries give them a single rubric in their classifications, such as "mentally handicapped" or "intellectually deficient",

which covers all cases, leaving it to the identifying services to determine each case on its merits and to direct the child to the most suitable institution (Argentina, Australia, Brazil, Chile, Denmark, Federal Republic of Germany, Hungary, India, Iraq, Iran, Japan, Madagascar, Mexico, Netherlands, Poland, Sweden, Switzerland, United Arab Republic, U.S.A.). A few countries speak of "educationally retarded" children (Israel, Sweden, United Kingdom - England, Wales, Scotland and Northern Ireland); the USSR mentions "backward" subjects; two countries go further: Czechoslovakia makes a distinction in its definitions between educable and backward mental cases; Kuwait (but not in the legislative framework) distinguishes between the mentally retarded with an I.Q. lying between 45 and 70, and the backward with an I.Q. below 45. Australia and France, perhaps illustrating a new trend, place the mentally deficient under the rubric "intellectually handicapped".

31. Denmark points out that it has a national service for mentally deficient children which is concerned, *inter alia*, with their professional rehabilitation. Chile, which as early as 1929 operated an experimental school of development specialized in the study of mental deficiencies, has now set up, by a decree of 1965, a voluntary commission which is studying possible solutions to the problem of such deficiencies and which, under the Finance Act of 1967, administers a fund for the protection of the mentally defective.

In a broader context, the USSR, within the orbit of its Academy of Teaching Sciences, has created an Institute for Research into Deficiencies (Institute of "Defectology").

III. SPECIAL CLASSES AND INSTITUTIONS

A. Methods of creation of institutions

32. The creation of various types of schools for handicapped youth marks the first stage in the action undertaken by countries, generally as part of their educational legislation, with a view to the organization of special education.
33. Such action can take a variety of forms. Some countries do not report any particular steps for the creation of special schools, the notion being implicit in the general legislation (e.g. Israel, Japan, United Kingdom). Others may delegate responsibility to various local authorities, in some cases (e.g. Denmark) relying upon the communities but reserving for the State some degree of initiative in creating certain institutions itself. Other countries have produced a large volume of laws, decrees and instructions relating to the creation and operation of special schools (Chile, France, Poland, USSR).
34. In countries with a federal structure the task of legislating for special schools falls to the State, provincial or cantonal authority, usually in connexion with an educational or sometimes constitutional law (Brazil, Federal Republic of Germany, Nigeria, Switzerland, U.S.A., USSR). Few countries however, have provided details regarding the internal details - sometimes highly complex - of their local arrangements, which frequently entrust the task of creating special schools to communities, administrative entities, public bodies or private foundations. According to the information received, laws promulgated at the national level in countries with a federal structure seldom provide themselves for the creation of institutions, but aim rather at making available for the use of local authorities, in the shape of subsidies and active support, the means and stimulus to achieve progress in this direction.
35. As regards the study programmes provided for handicapped youth, it must first be noted that the educational level to which special education can aspire is often measurable as a function of the duration of compulsory general education in the country concerned. In most cases education for the handicapped is designed to last from the kindergarten stage up to the close of primary education. In countries where the law calls for a longer period of compulsory education special schools exist which provide, beyond the close of the primary stage, one or even two years of secondary education. This is the point reached - and even exceeded - in Australia, Chile, Denmark, France, Israel, Italy, Japan, the Netherlands, Poland, Sweden, Switzerland, the United Kingdom, U.S.A. and USSR. Kuwait mentions secondary education for the blind, but does not specify in what types of establishment it is provided. Thailand is also unclear on this point. In the United Arab Republic, which has special schools at the secondary level (one year for the auditory handicapped, both years for the visually handicapped), it would not appear that these arrangements are enshrined in legislation.

36. At the higher educational level the legislation in France makes provision for special establishments in the form of sanatoria for lung-tubercular students and of centres for nervous cases; in the United States higher education is also foreseen for, among others, the deaf.

37. With respect to professional training, finally, it may either coincide with general education at all levels, or be dispensed separately in the form of training or rehabilitation (see below, III.C).

B. Main types of classes and institutions

38. Having first dealt, in chronological order, with the blind, deaf and mentally retarded, legislators proceeded to provide institutions adapted to an increasing variety of deficiencies and even sometimes to different forms of the same deficiency (USSR reports seventeen different types of special kindergartens and schools).

39. The legal texts provide, generally speaking, for a range of educational possibilities corresponding to the type and severity of the children's disabilities. We note in particular: additional or special courses within the framework of normal classes; special classes; special schools; and special boarding-schools. All these forms can be found concurrently in countries having brought the education of the handicapped to a high level of development. In the Netherlands, however, there are no special classes attached to ordinary classes; while in Hungary special classes are only organized for the educable handicapped if the district has no special school and if at least ten pupils require special teaching.

40. These various types of classes, schools and boarding schools now in existence present points of analogy as between the different countries, and particular features. As far as special classes annexed to regular schools are concerned - the common object being not to withdraw the child from the normal school atmosphere - there are not only differences in terminology depending upon the categories of pupils for which they are designed (observation classes, auxiliary classes, maturity classes, advancement classes, open-air classes, etc.), but variations as regards the kind of teaching provided. In some cases the normal curriculum is preserved, in others it is lightened, in others again special teaching features are added. The normal study programme may in fact be replaced in whole or in part by another. Special classes attached to primary schools are found everywhere; some countries only mention special classes attached to secondary schools, including Belgium, France, Italy, Japan, the Netherlands, Sweden, Switzerland, the U.S.A. and USSR. As the information supplied is not always precise there may well be further countries to be added to this list, in which special classes operate as annexes to the normal secondary schools.

41. As a rule the legislation enumerates a broad variety of special institutions at the pre-school, primary and secondary levels (the latter with or without occupational sectors). As regards the kindergarten level, special establishments exist in a fair number of countries, with some variations in the age at which they will accept the children. In Hungary there are special sections in day-nurseries for very young handicapped children, while USSR mentions day-nurseries and various types of kindergarten for the care of a variety of deficiencies. Primary and secondary institutions may be of the day or boarding-school type; the latter is often preferred where the pupils are deficient in sight or hearing, motor-handicapped or mentally retarded. Institutions are sometimes conceived on the comprehensive pattern, that is to say they include kindergarten classes, classes for general instruction at the various pedagogical levels and occupational training classes. This formula is found in Chile and Japan, with particular reference to institutions for the blind and the deaf.

42. Several countries mention more than once hospital schools (Australia, Czechoslovakia, Denmark, Israel, Poland, Switzerland, United Arab Republic, United Kingdom - Scotland), sanatorium schools (Czechoslovakia, Poland, Switzerland), home-teaching (Israel, Poland, United Kingdom - Scotland, USSR), correspondence classes (Australia), teaching by peripatetic masters (United Kingdom - Northern Ireland), open-air schools (France, Japan) and forest school sanatoria for nervous cases (USSR). It must be added that this variety of establishments includes some outstanding achievements of which the countries concerned are justifiably proud; thus Kuwait points out that the institution it has created for young victims of poliomyelitis is the only one of its kind in the Arab region.

C. Occupational training

43. All the countries have given attention to the need for equipping the handicapped young for a suitable occupation. Some, through appropriate legislation or regulations, have provided access to regular vocational schools (e.g. Poland) while other have set up, in addition to institutions for general education, specialized classes and schools of a technical character. Teaching is provided either in special sections of primary schools or in special schools usually corresponding to the primary stage. Some countries report, however, that they have, in addition to vocational training at the primary level, technical classes or schools at the secondary stage or at least at the first half of that stage. These countries include Belgium, Chile (which has post-primary occupational training for the blind and deaf in comprehensive special education establishments), France (which provides branches for the educable deficient in its secondary schools), Israel, Italy, Japan, Sweden, the United Kingdom (England and Wales), the U.S.A. and the USSR. In the United States a law on occupational training provides that a specialist in such training shall have a seat on all State advisory committees, while another law sets up a residential technical institute at the higher education level for the deaf. Other countries, including Iran, Kuwait, Thailand and the United Arab Republic, mention occupational training without specifying the type of teaching covered.

44. In Australia, Chile, France, Hungary, Sweden, the United Kingdom (Scotland) and USSR the handicapped young (in most cases mentally defectives, cripples, the blind and the deaf) can obtain occupational training or rehabilitation in special institutions, day or boarding, to which they are admitted at the close of the primary stage, i.e. generally at the age of sixteen. In these institutions vocational training may be supplemented by therapeutic treatment or combined with arrangements for preferential employment or production. In the Danish Continuation School Act there are openings for handicapped youth at the professional field.

D. Inspection and financing of special education

45. Generally speaking special schools are, like any others, placed under the authority of the Ministry of Education in matters of supervision and finance. Special schools attached to medical care establishments dependent upon the ministries of social affairs or health remain answerable to those ministries for finance but to the education ministry for their study programmes. In some countries, however, special schools, or those catering for particular categories of handicapped, are financed by a combination of several budgets (town councils, regional authorities and various community associations) but generally with an additional grant from the State budget.

46. In countries with a federal structure special educational institutions are under the control of the local public educational authorities while finance may derive both from local bodies and from grants from the central government.

47. Several countries have created separate funds from which to finance bodies assuming responsibility for institutions taking care of the seriously handicapped young.

E. Private special education

48. Five countries (Czechoslovakia, Hungary, Kuwait, Poland⁽¹⁾ and the USSR) have no private special schools. The same appears to be the case in Sweden. Elsewhere this type of institution, which often predates official action, has developed in varying degrees under two formulae: wholly private and independent, or State-recognized.

49. Private schools catering for handicapped youth are generally subject to the general regulations governing private teaching and may also have to comply with contracts or agreements concluded between them and the State.

50. Institutions set up, as in many cases, by private organizations, provided they meet the conditions imposed in respect of premises, curricula, qualifications of teachers, etc., can be recognized by the State, or granted State certification, and hence qualify for grants. The latter

(1) In Poland, however, the Association for the Blind and the Caritas Association have created institutions placed under the control of the Ministry of Education.

are generally earmarked for the construction of school or medical care premises, for support of operating expenses, for a contribution to the wage-bill of the staff or for other expenditures.

51. Recognized institutions are usually, in respect of the training they provide, under the authority of the Ministry of Education or of the local public instruction school authorities (as in Australia, Belgium, Brazil, Chile, Denmark, France, Federal Republic of Germany, Iran, Israel, Lebanon, Mexico, Switzerland, United Arab Republic, United Kingdom and U.S.A.).

52. Finance is assured, according to country, from private funds, from government aid or from the results of nation-wide appeals or other actions undertaken for the benefit of aid to the handicapped.

IV. OPERATION OF SPECIAL EDUCATION SYSTEMS

A. Identification of handicapped children

53. The identification of handicapped children may be linked to a certain extent with compulsory schooling and is accordingly governed by criteria and procedures of some strictness in the various countries. Some have laid down elaborate safeguards, often enshrined in a basic law, as in the United Kingdom. In Northern Ireland the procedure may call for medical examination of children at the early age of two years, and goes so far as to provide for fines, although any placing of a child in an institution as a result of such examination is open to appeal by the parents before the responsible Minister. A similar principle applies in Scotland, where the basic law imposes upon both school authorities and parents a procedure leading to the placing of the child in the type of institution that corresponds to its needs. In England and Wales the Education Act prescribes analogous steps. In Sweden the school authorities, after examining the child, are also empowered to order its placing in accordance with the regulations into a special school. In Israel identification results from the regulations governing school enrolment embodied in the compulsory education legislation, while in Japan it results from the law on assistance to handicapped persons.

54. In many other countries the process of identification is governed by administrative regulations, orders or instructions, generally issued by the Ministry of Education (except when responsibility rests with several ministries), as in Chile, Czechoslovakia, Denmark, France, Hungary, Italy, the Netherlands, Poland and the United Arab Republic.

55. Some countries, among them Iraq, Iran, Kuwait (where children are classified under medical criteria), Lebanon, and Nigeria would appear still to rely in this matter on rule-of-thumb without any legislative background.

56. In countries with a federal structure the various states, provinces or cantons take responsibility for identifying the handicapped in accordance with their own legislation or administrative regulations, but the central governments retain an interest. In the U.S.A. identification of the handicapped falls within a range of activities which receive aid from the federal government, while in Switzerland there is a federal law to encourage early detection of cases. Nigeria reports that the whole problem is currently under study in Lagos.

57. Identification can take place at a very early age according to some legal systems, as in the various parts of the United Kingdom. Switzerland also seeks pre-school age identification, while in the Netherlands, for example, detection may take place within the domestic home, leading to special guidance for the parents of the afflicted infant. In most countries, however, identification does not occur until the opening stage of primary schooling, is carried out within the school orbit and rests upon an examination of the child by technicians (doctors, psychiatrists and sometimes social assistants) undertaken at the request of the headmaster or occasionally of the parents. Consultation between the school authorities and the family is usually stipulated, and the rights of the parents in regard to decisions taken by medical/scholastic tribunals are sometimes defined in the regulations.

B. Assignment and admission to institutions

58. Assignment to an institution follows from the decision of the identifying authority. It may be governed by the same legislation or be the subject of a separate law, as for example in

Belgium where the matter falls under the Act of 1960 and the Royal Decree of 1962. It may also be covered by the Education Acts, as in Czechoslovakia, although in most countries administrative regulations are preferred. The procedure is laid down with strictness in those countries that make elaborate provision for identification, and rather more loosely in those that allow some freedom of decision to parents.

59. In Hungary and Israel the procedure for admission to an institution is matched by detailed provisions regarding the possible transfer of a pupil from a normal to a special class or the pupil's readmission to his original classroom. In Poland, where the problem has been the object of a succession of regulations, some refinements have been achieved in the sense that both parents and teachers are assisted in their task and some co-ordination is secured throughout the field; in 1968 the Polish authorities introduced a body of "educational and professional consultants" for purposes of general and technical guidance. France legislates for admission to institutions in a variety of texts adapted to the different categories of cases. Switzerland leaves some latitude, beyond cantonal regulations, to the directors of special institutions in the matter of admissions, subject to various conditions.

60. Most countries set a maximum, in their laws or regulations, to the number of pupils permitted in special education classrooms; the remainder leave the maximum to be settled by experience. The maximum is normally set according to the nature of the class (itself determined by the degree of incapacity of the pupils) and differs at the kindergarten, primary, secondary and occupational levels. It also varies as between countries, but it is noticeable that while the maxima are low for certain mentally handicapped, for the blind and the deaf (thus Australia mentions classes of two blind or deaf pupils), those for reading-classes, for classes for delicate or socially maladjusted children, among others, may reach quite high levels, as high as thirty subjects in some cases (United Kingdom - Northern Ireland). Other countries set a uniform limit for all categories, e.g. France where a decree has limited the number of pupils to fifteen.

C. Study programmes, teaching methods and didactic materials

61. Some one-half of the countries taking part in the inquiry replied to the question relating to study programmes, teaching methods and didactic material intended for handicapped pupils. As regards programmes, there are two main groups of countries: those that have issued detailed legal provisions or regulations on the subject; and those that have made more general provisions, leaving it to the competent teaching staff to adapt programmes to the aptitudes of different categories of pupils.

62. The first group includes Czechoslovakia, France, Hungary, Iraq, Israel, Japan, Poland, Sweden and the USSR, all of which have, by means of legislation, decrees or regulations, drawn up programmes for every level of special education. Sweden states that organized programmes of study for the handicapped exist up to the close of the secondary stage of schooling. The USSR indicates that its programmes cover all classes in every category of special school, while France reports that the matter is governed by a large number of regulations. In the U.S.A. the federal structure of government results in regulations at two levels: programmes are drawn up by the Offices of Education of the various states, but the Federal Government itself takes initiatives by ordering special measures such as, for example, the creation of a service for the showing of films with sub-titles for the deaf.

63. In other countries the regulations in this field appear to be less elaborate; the delegation of responsibility to the competent school authorities permits a degree of freedom in the choice of programmes and of methods of execution. This would appear to be the case in Belgium, Chile, Denmark, Kuwait, Switzerland, the United Arab Republic and the United Kingdom. There are no special legal provisions on the subject in the Netherlands, where the object is to provide the type of education best suited to each individual pupil.

64. Most countries use the ordinary programme of each educational stage as a baseline, adapting or modifying it as required. Denmark, however, in respect of the mentally handicapped, reports the existence of special programmes, and this is also the situation in France, Hungary and Sweden among others, all of which refer to provisions regarding programmes intended for this category of handicapped. Several countries make similar provisions for the deaf, and in a few cases for the blind. France, Poland and Sweden draw attention to special

programmes at the level of vocational training. Japan quotes a wide selection of professional training courses which can be incorporated into the career education of various categories of handicapped pupils.

65. There is less information about teaching methods and didactic material as used in special schools. In the USSR the Institute for Research into Deficiencies (or "Defectology") combines with the Special Education Section of the Ministry of Public Instruction to handle these questions. Czechoslovakia, Denmark and Kuwait report that they provide didactic material for the use of teachers of handicapped youth in addition to normal teaching aids. In the U.S.A the Federal authorities undertake research designed to improve teaching techniques and materials in the interests of the handicapped

D. Assistance to the schooling of the handicapped

66. Where compulsory education is in force it is usually accompanied by measures designed to assist it, but in respect of assistance to the handicapped young those countries which have replied to the question reveal variations in practice. Some appear to regard special assistance as forming part of the general provisions applicable to all pupils (in particular Australia, the Netherlands, Nigeria and Poland). The forms of assistance vary from country to country but are granted in a liberal spirit where the handicapped are concerned, especially if they come from needy families. Poland for example provides for contributions towards the costs of upkeep in some institutions and also for benefits in kind. In the Netherlands parents may be reimbursed boarding-establishment costs by the competent authorities.

67. Other countries point out that in addition to the general type of assistance provided for all pupils, whether handicapped or not, they furnish special assistance to the handicapped in pursuance of laws or regulations. This is the position in Belgium, Chile, Israel, Sweden, the United Kingdom (England and Wales), and the USSR. The measures are so varied that it is not possible to make comparisons: generally speaking, each country lays emphasis on the form of assistance that is typical to it. For example in the United Kingdom (England and Wales) boarding is free in both State and other special schools, assignment is decided by the school authorities and the latter also meet medical costs in those schools for which they have responsibility. In Belgium, transport is free; the USSR mentions free materials and school books together with boarding allowances; Sweden furnishes personnel assistance, special equipment, etc. Both Belgium and USSR provide medical care free of charge.

68. Finally some countries only refer to the legislative action specially taken in favour of the handicapped young. In Argentina and Denmark, school, medical and boarding expenses are covered by the public authorities; Czechoslovakia quotes two decrees providing for free supply of school books and individual equipment, together with reduced rates for board and lodging dependent upon family incomes. France has legal provisions and regulations providing grants in certain State establishments and additional benefits for special education; in the Federal Republic of Germany, a federal law on social assistance provides that what has not been supplied free of charge to handicapped pupils by local authorities may be met out of federal funds under the law; Hungary leaves as a charge upon the family only residual costs proportionate to its resources; Iraq refers to special legislation; Iran states that the measures taken in special schools are purely empirical; Japan has a law providing that the costs of school books and supplies, board and lodging and transport shall be met in whole or in part by the State for handicapped children in elementary schools; in Kuwait school expenses, including boarding in some cases, and medical expenses, are met by the State, which also provides a monthly allowance for study; Switzerland makes grants towards the costs of teaching, board and lodging, transport and medical care under the terms of a federal law; the United Arab Republic has special legislation; the United Kingdom (Northern Ireland) similarly; and in the U.S.A., a federal law lays down that primary and secondary schools shall pass on to the handicapped the financial grants assigned by the Federal Government for their benefit.

69. It should be noted that while only a few countries mention general assistance measures which are applicable to normal as well as to handicapped children, it is not ruled out that such general measures are implicitly covered in those systems described by countries claiming to have special assistance for the benefit of the handicapped; but the information received does not make it possible to elucidate this point.

70. With regard to State grants and allowances paid by way of assistance to the handicapped it is not always easy to determine whether they are paid to families direct, or made over to the educational services to distribute in accordance with administrative procedures. Kuwait alone states that monthly allowances are paid to handicapped pupils throughout their period of teaching.
71. Government assistance is sometimes supplemented by that of philanthropic bodies, notably in Australia and Chile. Both countries have a voluntary fund for the mentally deficient which distributes aid to these victims.
72. The U.S.A. reply indicates that assistance to handicapped pupils is not linked with the compulsory education legislation but is rather designed to help these children to remain in contact with the scholastic environment.

V. TEACHING STAFF

73. Most countries have specialized staff in charge of teaching the handicapped, and in most cases the legislation requires qualifications equal to those necessary in primary education. Some countries go further and call for a trial stage of from one to three years in normal schooling, after which candidates are allowed to attend a course of specialized lectures - e.g. in Brazil (State of Guanabara), Mexico, Sweden and the United Arab Republic. In the majority of cases, however, young teachers proceed direct to training courses of durations depending upon the type of work selected, from which they emerge qualified to practise special education. (In the Federal Republic of Germany the Land of Hamburg is considering a reform of its system under which specialization would commence even before the grant of the general teaching diploma.)
74. Some governments provide information throwing light on the supplementary studies leading to specialization. These generally take the form of courses given in universities, colleges or institutes, as for example in Brazil, Hungary, Italy, Sweden, the United Kingdom (Northern Ireland), the U.S.A., the USSR, and others; elsewhere they take place in establishments specially created for the purpose by law such as the two National Centres for Special Education quoted by France. The qualifications required are normally those called for in primary education, but Italy, the United Arab Republic and the United Kingdom (Scotland) report that they also have specialization courses for teachers at the secondary level, and this may be the position in other countries also. Specialization of teachers receives encouragement in some countries: in the U.S.A. the Federal authorities, using budgetary grants and fellowship awards, promote the creation of training courses in universities and colleges in the different States. Switzerland does the same, while Brazil, in a recent (1968) Federal decree, has organized seminars for "specialized co-ordinators", whose task is to be the gathering of sufficient financial resources to set up training courses for special education teachers.
75. In the Netherlands no particular diplomas are required from teachers, but the latter are recruited from among graduates at the headmaster level who at the same time are qualified in physical training and handicrafts. Recourse can also be had to university graduates or to religious instructors. Belgian legislation does not yet call for special qualifications, since the additional training mentioned in the regulations is still optional. Similarly neither Australia nor Chile impose special conditions on the recruitment of teachers, although both have plans for the creation or improvement of teacher training aimed at various deficiencies, which plans have begun to be implemented through a government decision in Australia and two decrees in Chile. Other countries do not appear to have specific legislation on this matter, but show a tendency to develop the notion of teacher qualification in practice, for example in Iran.
76. Appointment of special education teachers is effected everywhere in accordance with administrative practices governing all teaching staff. Pay is generally higher than that of staff in regular schools and is governed by regulations which provide for an addition to the standard salary for the grade in the form of an allowance sometimes expressed as a percentage. This is the practice followed in Argentina, France, the Federal Republic of Germany, Hungary, Israel, Italy (except at the secondary level where no special allowance is provided), Kuwait, Nigeria, the Netherlands, Poland, the United Arab Republic, the United Kingdom and the USSR. Some countries, on the other hand, make no special provision for staff teaching in special schools; they include Australia, Belgium, Chile, Czechoslovakia, Denmark, Iran and Japan. In Sweden the matter is not easy to determine since it is governed by periodic wage negotiations between the State and the

professional organizations, demanded by law. Details are lacking concerning the situation in Brazil, Switzerland and the U.S.A., where salaries are determined by the state or canton.

77. A few countries mention, in addition to teachers properly so called, specialized personnel assigned to the instruction of the handicapped, such as school psychiatrists, rehabilitation experts, group leaders, directors of specialized institutions, and so forth.

VI. SOCIAL REINTEGRATION OF THE HANDICAPPED YOUNG

A. In the school

78. In some countries, such as Israel and the U.S.A., rehabilitation of the handicapped young begins at school age. The policy in these countries is to separate them as little as possible from normal pupils or to bring them back to the school atmosphere as soon as their condition allows. This can be achieved in particular by attaching special classes to ordinary schools for the less-afflicted victims. This appears to be the practice followed in Sweden. Kuwait also reports that when the condition of the children is sufficiently improved they are brought back into contact with normal pupils.

B. In the community

79. Most countries refer on this issue to legal provisions which provide the basis for a great variety of practical applications: Australia instituted a collective aid programme for the mentally handicapped in 1964; it is implemented by the government and voluntary bodies jointly and provides action centres and homes for adolescents beyond the school age. Belgium has a scheme operated by the Ministry of Employment and Labour which draws on the Fund for the social rehabilitation of the handicapped, created in 1963, to provide vocational guidance and financial help to the young, and subsidies to industrial employers to encourage the admission and adaptation of the handicapped to productive undertakings. In Brazil the Secretary for Education in the State of Guanabara has set up an Institute for Training of the Handicapped (1959) which has a section of "social research" in constant touch with the labour market. The Danish law on the employment and training of the young provides opportunities for the occupational rehabilitation of the handicapped and authorizes certain allowances to take account of their reduced working capacity. In the United Kingdom (England, Wales and Scotland) the handicapped young emerging from the school cycle fall under the care of specialized units of the Department of Employment and Productivity.

80. Pursuing this survey of actions taken for the benefit of the handicapped it is noted that France has a network of centres of assistance through work and a range of legal provisions to stimulate the rehabilitation of handicapped workers, as for example in the placing of blind teachers and the severely crippled on the teaching strength of public education under a law of 1959. Other countries have taken similar action. Italy reports an experiment by the Ministry of Labour setting up occupational centres for handicapped youth who have completed their schooling. In the Netherlands a socio-pedagogic movement has been started which provides special allowances and protected workshops for the handicapped. Poland has qualified readers attached to blind teachers at government expense. In Thailand the government is drawing up regulations to permit handicapped persons to enter the public service. Both Poland and the USSR provide special occupational training for their handicapped children leading normally to their admission to industrial employment alongside regular workers, with, in the USSR, a regular pension. Other countries report that at the end of schooling, adolescents may benefit from the general system of social aid to diminished persons, the details of application of the legislation varying from country to country (see in particular Belgium, Czechoslovakia and Switzerland). Both Czechoslovakia and Hungary state that the handicapped fall within the general scope of the Labour Code.

81. Finally Japan has laid down by law the principle that assistance to the handicapped in their efforts to achieve social rehabilitation is a national obligation incumbent upon public authorities, all types of associations and the private individual.

CONCLUSION

82. A study of the legal texts which provide a basis for special education reveals that compulsory general education has not yet been made law in all countries. Where it has, the relevant legislation usually includes provision for the extension of general education to the handicapped. There is a tendency in some countries to prescribe for the extension of schooling of the latter beyond the normal period in the case of handicapped children likely to benefit from additional training.
83. As noted in the course of the study several countries have set up within their ministries of education a separate service for special education; such a step, if followed more generally, would greatly stimulate the development of special education.
84. As regards the legislative or administrative classification of handicapped children there is a trend, perhaps due to progress in medical procedures, to adopt increasingly elaborate categories of deficiency. These differentiations, however, while conducive to scientific study in several countries, cannot as yet be marshalled into a standard legal framework.
85. There is also a trend in the laws and regulations to create the maximum number of special classes attached to normal schools. This formula has the advantage of permitting entry or return, as the case may be, of the pupil to a normal class as soon as he is fit, and thus amounts to a type of continuous rehabilitation favouring the child's definitive integration. It is also the least costly method. On the other hand as regards institutions for special education it would be an advantage if laws and regulations were sufficiently flexible to facilitate their creation, since the existence of numerous specialized institutions is the pre-condition of the development of compulsory schooling for the handicapped.
86. Concerning the identification of the handicapped there is some tendency to provide for it by law either in the pre-school period or at the commencement of schooling, but established criteria are often missing and the matter is frequently left for empirical treatment.
87. In the matter of study programmes, the trend is towards approximating them as closely as possible to those used in regular schools, with adaptations matching the needs of the various categories of handicapped. This trend is, however, less evident in countries which lay down the details of programmes for all classes and all types of schools in their legislation or regulations. Several countries mention teaching methods and materials specially adapted to the teaching of the handicapped; in some of these countries the subject is one for research.
88. On assistance to handicapped youth to facilitate their schooling, it would appear that the principle of meeting all costs in gaining ground, beginning with medical costs, and that this principle is being gradually introduced into the legislation of some countries. The trend is less marked in respect of boarding-school fees, which are still in some cases left, in whole or in part, to the care of the family.
89. Regarding teaching staff there are indications of a movement towards improvement of quality through the development of official teacher-training establishments. This is the position in countries which have recently become conscious of the need for special education and who are taking formal steps in that direction, and also in those which, having the necessary senior staff already, are increasing the number of training courses in order to meet the needs of different forms of special teaching and to increase the teaching force. Although special qualifications are generally recognized and receive additional remuneration, it is noted that all countries have not yet accorded statutory recognition to the necessity of such increments even though they represent an encouragement and a stimulus to the better qualitative and quantitative recruitment of such specialized staff.
90. The reassimilation of the young handicapped into active social life still seems to encounter numerous difficulties. Under a number of laws institutions are set up equipped to lead their pupils from primary school age to professional life. Some of these also provide a range of training and production workshops in which work can be performed, usually not on a full-time basis, under the control of the institution. Such measures, however, are often left to private initiative and have not been developed in all the countries.

91. In a few but isolated cases efforts have been made to give the handicapped young access to the administrative professions. It seems clear that the overall plans adopted in those countries, that maintain continuous contact between education and the labour market, constitute a promising approach. Among various measures designed to facilitate the placing of handicapped pupils having reached a sufficient degree of training the example of some countries may be quoted in which posts corresponding to their qualifications are set aside for such pupils in industries in course of development.

92. The study makes it clear that significant progress has been achieved, especially in recent years, in the field of special education, not only as regards the growth of legislative and regulatory action but, in those countries which can afford it, in the matter of research. Nevertheless much remains to be done in many countries to give legal force to systems of special education. In addition, a joint effort towards unification of criteria, methods and objectives for all those engaged in activities benefiting physically or mentally-handicapped children might be undertaken with useful results.

93. In the light of these conclusions, a phrase quoted by way of a motto in a booklet published by the French Ministry of National Education on special education may here be repeated: "It has been said that the greatness of a civilization may be measured by its action in favour of the handicapped and deficient".

PART II

MAIN ASPECTS OF THE STATUS OF SPECIAL EDUCATION
IN COUNTRIES HAVING PARTICIPATED IN THE INQUIRY

FEDERAL REPUBLIC OF GERMANY

A. Main bases of special education

94. Each of the Laender has its own legislation governing the organization and administration of the education of the handicapped young. There is also a Federal Social Welfare Act of 1961 in paragraphs 1 and 31 of which figure points relating to such education. Several Laender have taken this Federal law as the basis for their own legislation on special education.
95. In addition to these legal provisions, mention should be made of the Permanent Conference of Ministers of Education and Culture of the various Laender, which has the task of harmonizing and co-ordinating all matters relating to education, including special education.
96. As a general rule Ministries of Education have responsibility for the education of the handicapped young. In Schleswig town, however, the special school for the deaf is managed by the Ministry of Social Welfare, while in a few Laender children of up to six years of age are looked after by the Ministry of Youth Welfare.

B. Categories of beneficiaries of special education

97. The Federal Social Welfare Act already referred to enumerates the types of handicapped and categories of defectives to which aid may be granted, but there are no details in the information provided, beyond references to blind or partially-blind children, the deaf or hard of hearing, slow learners, physically handicapped and mentally-retarded children.

C. Special classes and establishments

98. The organization and administration of special schools is governed by the laws, decrees and regulations of the various Laender. There are establishments for the blind, partially-blind, deaf or hard of hearing, physically handicapped and mentally retarded.
99. Private schools, in particular those maintained by the churches, are under the supervision of ministries of education. They receive government subsidies to the extent that they operate according to the same rules as public schools. In the Land of Hamburg the Education Council pays 90% of the teachers' salaries and 100% of the cost of school-books in private schools. But the legislation differs from one Land to another in this respect.

D. Operation of special education systems

100. Information is lacking concerning the identification of handicapped children, their assignment and admission to special schools and their study programmes.
101. With regard to assistance to pupils while attending school, the laws of most Laender provide for free transport, school-books, meals at school, boarding fees and medical care. Where this is not so, the Federal Social Welfare Act has provisions which enable these costs to be met.

E. Teaching staff

102. Specialized training is given in addition to that provided to candidate teachers for regular schools, for a period of two years in an institution or at university. After they have gained

their diploma of specialization, these teachers receive higher pay than they would in regular schools.

103. In the Land of Hamburg a new method of training of teachers for special education is under consideration, under which the additional training would be provided concurrently with regular studies, with the result that specialized qualifications could be acquired in four or five years.

ARGENTINA

A. Main bases of special education

104. Few laws are mentioned beyond those of 19 September 1873 and 13 January 1901 concerning the education of deaf-mutes, and law no. 13.926 of 1950 ("Seeber Act") on the blind. No legislative provision has been made regarding the mentally deficient.

105. Legislative action can be taken at the national, provincial or local level.

106. The organs responsible for the education of the handicapped are: the State Secretariat for Culture and Education acting through the National Education Council, the Administration for Health in Schools, and the National Council for the Protection of Minors.

107. School education is not compulsory.

B. Categories of beneficiaries of special education

108. Handicapped children are divided into the mentally and physically defective, and the second category into blind, partially seeing, deaf-mute and hard-of-hearing cases.

C. Special classes and establishments

109. The laws of 1873 and 1901 already referred to provide the basis for the creation of the National Institute for Young Deaf-Mutes. The law of 1950 concerning the blind also led to the creation of special schools. In addition to these national establishments there are provincial and local schools. The Administration for Health in Schools exercises medical and scholastic supervision.

110. Private institutions require authorization to function from the National Council for Private Education.

D. Operation of the special education system

111. The identification, guidance and admission of the mentally defective to institutions is in the hands of a central psycho-medical board. Children whose mental age is less than one-half of their physical age are considered incapable of undergoing normal schooling. Deaf-mutes are examined by national authorities forthwith; the blind are looked after and placed by the social assistance services. In all cases the economic status of the family determines whether the child is placed in a public or private establishment.

112. Classes in special education are limited to 10-15 pupils. The teaching methods applied are in harmony with rehabilitation techniques employed in other countries.

113. There are no legislative provisions for assistance to handicapped children, but the national budget has credits for free meals and medical care. Some institutions also provide free medication and transport.

Teaching staff

114. Specialized training is provided for candidates interested in the education of the handicapped. In the case of blind pupils, this training is provided in the teachers' colleges set up by the 1950 Act mentioned above. Teachers trained for special education receive a 5% bonus above normal salary scales.

AUSTRALIA
(NEW SOUTH WALES)

A. Main bases of special education

115. The legislative basis of special education is contained in the Public Instruction (Blind and Infirm Children) Amendment Act 1944. The original Act dates from 1880 and has been amended on several occasions; it is generally known as the Public Instruction (Amendment) Act 1916-1960. It provides in Section 7A for the creation by the government of special schools and other facilities which are enumerated below.
116. Following a government decision of 9 June 1964 a number of administrative decisions were promulgated under the title "A Community Programme for the Intellectually Handicapped".
117. Legislation is prepared in all Australian States by the State's Parliament, which also approves the regulations proposed by the Department of Education. The State also takes the necessary steps in respect to special education and may authorize private associations to open special schools.
118. The Minister of Education has authority over the greater part of the training of the handicapped. Nevertheless, government assistance to private associations is under the control of an interdepartmental committee consisting of the under-secretaries for Education, Health, Child Welfare and Social Welfare and a Treasury official. The right of each of the under-secretaries to draw upon the "Intellectually-Handicapped Assistance Fund" is subject to the recommendations of this committee in accordance with the decision of 9 June 1964 (paragraph 105, above).
119. Section 4 of the Public Instruction (Amendment) Act 1916-1960 lays down the general principle of compulsory education of all children from the age of six years. It goes on to state that the handicapped are equally obligated and must be enrolled in a special school if they live in a district in which such a school exists. It should be noted that this provision is virtually inoperative, as the districts of such schools have not yet been proclaimed.

B. Categories of beneficiaries of special education

120. The laws do not define all the categories of deficiency. The Public Instruction Act already referred to uses the following language: "children who, by reason of blindness or other infirmity, are not capable of being educated by the ordinary methods of instruction" (Sections 4 and 7). Nevertheless there is an administrative text issued by the Department of Education on 30 June 1967 which lists certain deficiencies for the purpose of correct placing of pupils, while a more detailed regulation of the same department lays down for practical purposes six main categories, each capable of sub-division. These are: "auditorily handicapped, visually handicapped, intellectually handicapped, physically handicapped, educationally retarded and those with severe emotional or psychological problems".

C. Special classes and establishments

121. The legislation does not distinguish between different types of establishments, but the ministerial instructions do mention special primary schools for gravely-afflicted children and special classes attached to primary or secondary schools for the more lightly afflicted. Up to the present time the government has set up special schools and classes for fifteen different types of handicapped children. Special teaching has also been organized in State hospitals, either

in classrooms or at the bedside. There is also a system of secondary education by mail for pupils who live too far away from any special school.

122. In the matter of occupational training the Commonwealth Government secured the passage in 1967 of the Sheltered Employment Assistance Act which permits subsidies to be paid to sheltered workshops and work centres receiving handicapped adolescents.

123. Generally speaking, special schools and classes operated by the Department of Education observe the same procedures and regulations as the State public schools, including inspection routines.

124. In addition to the State schools there are numerous private institutions, many of them run by churches or philanthropic bodies. They receive recognition by the State provided they fulfil certain requirements which are set out in Section 10 of the Public Instruction Amendment Act, 1944. All institutions so recognized are subject to the general regulations applying to ordinary State schools, are periodically inspected by the Department of Education and may receive grants from the Treasury.

D. Operation of the special education system

125. There is no specific legislation governing the identification of handicapped youth, their assignment and admission to special institutions, but these matters are looked after administratively by the Department of Education, whose Division of Guidance and Adjustment is in charge of identification under the regulations. This process rests upon testing and reports by school psychologists and on medical reports drawn up by the Bureau of Maternal and Child Health of the Department of Health. Guidance is provided by specialized school counsellors and admission to special classes is determined by the Division of Guidance and Adjustment. Centres for vocational training are operated by voluntary organizations.

126. There are maximum class sizes determined according to the type of deficiency. In State schools, for example, a class of mildly intellectually handicapped may consist of up to 22 pupils, while classes for the deaf or blind are limited to ten, the blind and deaf to two, the emotionally disturbed to eight, the hospitalized, crippled, etc., to fifteen and those with minimal brain damage to six.

127. Study programmes, teaching methods and materials are not the subject of legislative provisions.

128. The legislation does not indicate any special measures of assistance designed to ensure school attendance by handicapped children, but much is done for the latter's benefit under general welfare provisions. Free transport is provided for most types of handicapped children, either by the State or by voluntary organizations. No grants are made for school-books, meals, etc., but special schools conducted by the Department receive additional allowances for equipment. Private institutions receive help in this respect from the Intellectually-Handicapped Assistance Fund.

E. Teaching staff

129. Staff in special schools are subject to the same regulations as staff in ordinary schools. The governmental decision of 9 June 1964 regarding the intellectually handicapped states that the Department of Education organizes training courses for teachers engaging in special education both in the State and the private sectors.

F. Social reintegration of the handicapped young

130. There are no legislative provisions on this subject, but the governmental decision already mentioned includes a programme of assistance to the intellectually handicapped in the shape of work and boarding centres for pupils having completed their period of schooling.

BELGIUM

A. Main bases of special education

131. The basic laws on teaching include special provisions relating to handicapped children.

These laws include the Act promulgated by Royal Decree of 20 August 1957 concerning primary education (Article 283), the Act of 30 April 1957 on technical education (Article 10) and the Act of 27 October 1966 laying down standards for school attendance at the infant and primary levels. This last Act promoted developments which are the basis of the rapid increase in the number of special schools in recent years. A number of administrative regulations complete this legislation concerning handicapped youth and its education.

132. The drafting and adoption of all legislation regarding special education is carried out at the national level and the laws are published in two languages.

133. The Ministry of Education is responsible for the education of handicapped children in co-operation with several others: the Ministry of Public Health under the Act of 27 June 1956 which set up a special assistance fund and under the Royal Decree of 10 November 1967 creating a fund for medico-social and educational assistance to the handicapped; the Ministry of Social Welfare as regards assistance to cripples; the blind and deaf-mutes (under the Royal Decree of 3 February 1961 and 8 February 1963 amending the Decree of 28 February 1955) and as regards the education and occupational rehabilitation of the children of social insurance beneficiaries (Act of 3 February 1961 concerning family allowances); and lastly the Ministry of Justice whose judges can order special educational measures for the protection of youth (Act of 8 April 1965, Article 30, paragraph 3).

134. The Act of 19 May 1914 provides that general education shall be compulsory but exonerates abnormal children if there is no special establishment within four kilometres of their domicile. The Act of 25 March 1931 on the same subject urges parents of mentally-deficient children to place them in a suitable establishment, special or regular, if within reach by means of public transport. Since the passage of this law there has been a sharp increase in enrolments of this category of deficient children, whereas other categories still escape the effects of the law concerning compulsory education. It should be noted, however, that owing to the development of special schools, voluntary enrolments have greatly increased.

B. Categories of beneficiaries of special education

135. The legislation does not break down the handicapped into categories, but this question is now under study. Nevertheless several categories of handicapped subjects are specified in the Royal Decrees of 25 March 1931 and 27 October 1966, in a ministerial circular of 14 March 1968 and in the consolidated laws on technical education of 30 April 1957, namely: the deficient of hearing, of sight, of speech, the motor handicapped, the mentally retarded, the motor-cerebral deficient and the socially maladjusted.

C. Special classes and establishments

136. Article 2 of the Royal Decree of 27 October 1966 defines a special school as one that only receives handicapped children; the same definition applies to a section for special education attached to a regular school; and the formula is applicable to both special schools and sections for various categories of handicapped at the infant and primary levels.

137. In addition Article 10 of the Royal Decree of 30 April 1957 concerning technical education provides that special schools and classes shall be created for the benefit of socially-maladjusted pupils and for those suffering from physical or mental deficiencies, as from the close of the primary school cycle. The Ministry of Public Health for its part operates medico-educational institutions of the boarding-school type (Act of 27 June 1956).

138. Special schools run by the State are subject to the same financial regulations as regular schools. They receive subsidies for running costs, school supplies and equipment, the latter amounting to as much as 60% of the cost of specialized teaching aids and materials.

(Articles 63 and 64 of Section III of the budget laws). The same régime applies to the vocational training of the handicapped except that the amount of the subsidies is fixed by the Sovereign (Act of 29 May 1959, Article 32).

139. Apart from State institutions there are others operated by local communities and by private or corporate bodies. They may receive subsidies from the State if they comply with the norms laid down in the Act of 29 May 1951, Article 3 and whether they fall in the infant, primary, secondary, teacher-training or technical categories. The norms include a structure similar to that found in State establishments, or explicitly approved by the Minister of Education, compliance with a study programme in line with legal provisions or approved by the Minister, acceptance of controls established by the Sovereign and observance of all regulations concerning classes, premises, equipment, etc. The teachers must be Belgian citizens, be adequately qualified and fulfil the necessary conditions as to character and health.

D. Operation of the special education system

140. The identification and guidance of handicapped children and young persons are governed by the Act of 1 April 1960 and by the organic Royal Decree of 13 August 1962 concerning school and vocational guidance offices and psycho-medical social centres. A child will be admitted to the institution appropriate to its condition on the advice of these bodies. In the case of vocational training establishments, admission will not be permitted before the age of twelve and then only if the pupil has completed six years of primary schooling or succeeded in his secondary entrance examination.

141. In the case of infant and primary classes the maximum number of pupils is laid down by the Royal Decree of 27 October 1966 already quoted at ten for the motor handicapped, the deficient of sight or hearing, and twelve for all other categories.

142. There are at present no legal provisions concerning study programmes or teaching methods.

143. While handicapped children benefit from general measures of scholastic aid in the matter of standard books and supplies (Article 69 of the consolidated laws on primary education) they can also enjoy special assistance as provided by the Act of 25 March 1931 (amended 3 March 1958) which provides for free transport, low-cost meals and other advantages. Medical supervision and care are also available both in day-schools and in boarding establishments. Boarding expenses are taken over by the Ministry of Public Health in the case of needy families.

E. Teaching staff

144. Special education teachers must possess the same qualifications as are required in regular schools of the same level, but no special diploma is required by law. Additional training of teachers is nevertheless provided for at the primary level in decrees dated 10 May 1924 and 27 October 1966. By this means there are available specialized staff for corrective gymnastics (for the weak in sight, hearing or speech), for physical training (for the motor handicapped and mentally deficient), for speech-training, for the weak in sight, hearing or speech, the motor handicapped and the mentally deficient, and for handicrafts. Infant schools are now also entitled to benefit from such specialized staff under the terms of a ministerial circular of 14 March 1968.

F. Social reintegration of the handicapped young

145. The rehabilitation of the handicapped into society is the concern of the Fund for Social Reintegration of the Handicapped created by the Act of 16 April 1963 which is implemented by the Ministry of Employment and Labour. The Fund operates in several fields through subventions, in particular to assist the creation or maintenance of occupational readaptation services, sheltered workshops and special labour centres within private industry. Subsidies may be granted by the Fund to industrial employers who will give jobs to the handicapped for a maximum period of adaptation of one year to help them to reach the required output standards.

146. The Ministry of Social Security makes grants to the crippled, physically deprived and certain other diminished categories who benefit from the foregoing general assistance (Royal Decree of 3 February 1961).

BRAZIL

A. Main bases of special education

147. The Act of 20 December 1961 (No. 4024) lays down the bases of national education and declares in Articles 88 and 89 that "to the fullest extent possible the education of the handicapped must be assimilated to the general educational system with a view to their integration in the community". Under this law, it is the task of each State in the Federation to set up its own educational system while adopting uniform measures for the handicapped. Thus the State of Guanabara deals with the handicapped in the Act of 22 June 1965 (Articles 97-100); the State of Sao Paulo has a resolution of 24 October 1968 aimed at reforming the structure of the education of the handicapped and at reorganizing the Special Education Section of the Education Secretariat.

148. As in most federative states, Brazilian legislation is built up on two levels, each State adopting its own laws and the Federal Government taking legislative initiatives of which the development and application is entrusted to the States.

149. At the Federal level the Ministry of Education and Culture launches national propaganda campaigns for the handicapped. Thus decrees of 1 August 1958 and 31 May 1960 were responsible for appeals in favour of the blind and near-blind. Another campaign originating in the decree of 22 September 1961 had as its aim the education and rehabilitation of the mentally handicapped. At the State level the various Secretariats have charge of questions related to special education.

150. The existing legislation does not impose compulsory schooling. Some States nevertheless provide for the education of children from four to eighteen years of age. Admission to courses takes account of the physical and mental development of the child.

B. Categories of beneficiaries of special education

151. According to the legislation of the various States of the Federation defectives are classified as follows: organic invalids; persons suffering from physical disabilities; the blind; the deaf; the emotionally disturbed and socially maladjusted; the mentally retarded unable to follow regular schooling.

C. Special classes and establishments

152. In the State of Guanabara Section IX of the Act of 22 June 1965 already mentioned lists the school facilities to be provided to handicapped children. In so far as possible they are to be taught alongside normal children in regular schools. Only if the child is unfit for this is he placed in a special class attached to the school. In addition the State runs special schools for the handicapped as well as occupational training and rehabilitation centres and protected workshops; these centres and workshops operate under the direction of the Institute for the Education of the Handicapped, set up within the Education Secretariat by an Act of 10 December 1959.

153. Private initiative plays an important rôle in the schooling of the handicapped. Their help is invoked by the Federal government in the organic law of 1961 (Article 89) which offers the State's financial support to public and private bodies creating an institution for special education, provided such institution is deemed useful by the individual State educational council. The propaganda campaigns in favour of the handicapped are designed to stimulate voluntary action as well as to collect funds, and this approach is taken up in each separate State. In Guanabara, for example, Articles 98, 99 and 100 of the law of 1965 encourage private initiative by offering fellowships, loans and subsidies, or the conclusion of special agreements. Such agreements stipulate in particular that there shall be special classes and schools, occupational training centres, etc.; that teaching shall be done by specialists; and that the State's educational council shall have a right of supervision over institutions so set up. Similarly the State of Sao Paulo, in law No. 281 of 22 October 1968, lays down the conditions under which the government will grant subsidies to private institutions. A similar purpose is served in the State of Rio Grande do Sul by resolution No. 45 of 17 June 1966, while the State of Minas Gerais signed a new agreement in 1968 with the Pestalozzi Association for the maintenance of the Institute of Educational Rehabilitation, which receives a governmental subsidy.

154. There are no legislative provisions for the conduct of private institutions for special education, conditions being laid down in specific agreements as indicated above.

D. Operation of the special education system

155. Generally speaking the identification of the handicapped is the outcome of a procedure laid down by law: a meeting is first held with the parents, after which follows a series of medical and psychological examinations, tests of learning ability and study of the social, family and school situation of the subject. Assignment to a suitable establishment depends upon the degree of deficiency identified. Among the mentally retarded, for example, a distinction is made between those fit for general education and those better suited for occupational training. Similarly those with impaired sight or hearing will be placed in accordance with the gravity of their condition. The following classification has been established: the mentally handicapped include backward subjects capable of receiving education or training, immature individuals and special cases; visual defectives include the blind and near-blind; the deficient of hearing cover sub-normal cases, the hard-of-hearing and the totally deaf. The physically diminished constitute a separate category.

156. In the State of Guanabara the Institute for the Education of the Handicapped has charge of the guidance of the lightly handicapped in the occupational field.

157. Agreements between institutions and the State specify that the former are under obligation to provide the children entrusted to them with general and vocational education, lodging if required, clothing, board, medical care, etc.

E. Teaching staff

158. All teachers must be specialized. To qualify for special teaching they must hold a teacher's diploma after training in a teachers' college. The first stage in acquiring qualification is at the State level. In Guanabara, for example, candidates, after a minimum of two years' practical work in an infant's school or elementary primary class, must undergo a course lasting six semesters. The State of Minas Gerais has a course in rehabilitation training lasting one year for teachers in special education, while the Education Secretariat also organizes an annual in-training course of three months' duration.

159. At the Federal level a ministerial decree of 10 October 1968 created a three-weeks' course the object of which is to train "specialized co-ordinators". This course is for staff members of the Education Secretariats or Divisions of the various States, which then become entitled to claim Federal funds for the specialized training of teachers.

F. Social reintegration of the handicapped young

160. As noted in paragraph 156 above the State of Guanabara has created an Institute which, among other functions, has charge of the guidance and vocational training of the lightly handicapped, whom it also follows beyond the school period to supervise their readaptation. It may, for example, find work for them in a protected or supervised workshop, or again in regular employment. A decree, No. 20 of 18 June 1963, expanded this institute into several divisions, including one on social research which pays particular attention to the needs of the labour market.

CHILE

A. Main bases of special education

161. Law No. 5291 of 22 February 1929 on compulsory primary education, in Chapter VI, provides for the organization of special education for the blind, the deaf-mute and the mentally-retarded. More detailed arrangements are made in a Presidential Decree, No. 653 of 11 March 1929, while another decree, No. 6039 of 19 December 1929, creates both special courses for the mentally backward and incurables, and an Experimental School for Development which studies their problems. The volume of legislation in this field has grown steadily since that time.

162. The education of the handicapped falls, as do all other aspects of education, under the Ministry of Public Instruction. Nevertheless law No. 16.520 of 1967 acknowledges the competence of the Ministry of Public Health in matters relating to physical or mental health, while the Ministry of Justice is declared competent for the protection of minors in an irregular situation.

163. The law of 1929 mentioned above introduced compulsory free education for all children between the ages of seven and fifteen, with one reservation (Article 7, paragraph b) concerning those "physically or mentally impeded". A decree of 11 March 1929 sets forth in Article 6 special provisions for deaf-mutes, who must attend school between the ages of six and seventeen, and for the blind who are equally obligated from six to sixteen years of age. For both categories attendance at infant school at five years of age is optional. This decree also instructs the police to carry out a national census and to convey the results to the Directorate of Primary Education.

B. Categories of beneficiaries of special education

164. The legislation sets out four major categories of handicapped: the blind, the deaf-mute, the mentally retarded and the crippled.

C. Special classes and establishments

165. Special schools are classified according to the types of handicaps from which their pupils suffer; they are subject to the authority and supervision of the Directorate of Primary Education.

166. There are, under the decree law of 10 December 1927, Article 17, boarding schools for weak, invalid, abnormal or mentally-retarded children, while other institutions have been created under the 1929 Act already quoted (Articles 115 and 118), including institutions for the blind which provide a kindergarten for the first year, a school providing general education for a period of six years, and vocational training for a further two years; as well as institutions for the deaf-mute providing kindergarten for one year, general education for eight years and vocational training for two years.

167. The same law, together with decree No. 653 of 11 March 1929, makes provision for institutions for the mentally retarded. A further decree of 19 December 1929, already quoted, creates for this category, either as annexes to existing schools or as separate entities, special courses conducted by the Experimental School for Development (Article 78 of the decree) which specializes in the study of mental deficiencies. These deficiencies are also being investigated by a Commission *ad honorem* set up under a decree of 17 December 1965 for the purpose. Rehabilitation of speech is being pursued in two schools attached one to a hospital and the other to the University of Chile and set up by decree in 1965 and 1966. In the latter year also, three vocational readaptation centres for the mentally backward were opened.

168. Schools for the handicapped may be either public or private. Whereas schools for the mentally backward are wholly responsible to public authority, those for the infirm (excepting one) are all dependent upon private initiative. The second category are subject to the provisions of Article 10 of the National Constitution, to the 1929 law on primary education, to the regulations governing the primary education inspectorate (decree No. 4669 of 1930) and to various regulations relating to subsidies. These benevolent foundations are financed both by private gifts and by government subsidies, or again by the yield of race-meetings, national lotteries and similar activities.

169. The information received points to numerous regulations concerned with the creation of homes for abandoned or maladjusted children throughout the country.

D. Operation of the special education system

170. There are no legislative provisions concerning the identification of the handicapped and their admission to special schools, these matters being governed by technical instructions and circulars issued by the Directorate of Primary Education and Teacher Training.

171. Similarly study programmes only depart from those used in general education under specific instructions issued from time to time to meet teaching needs, or occasionally under decrees. The choice of school-books and teaching materials is remitted to a commission answerable to the General Directorate of Public Education (decree of 1 April 1964, Article 3).

172. Schooling is free. Various bodies, both public and private, grant additional help to the handicapped young, e.g. co-operative associations aiding schools for the blind and the deaf-mute (decrees of 1949, 1965 and 1966). The National Council for Aid to Schools and Fellowships provides scholarships and distributes food, clothing and school supplies (law No. 15.720). There is also a programme of yearly collections among the public, of race-meetings, etc., while the Finance Act, 1967 (No. 16.617) created a fund for the protection of mentally-handicapped children and adults.

E. Teaching staff

173. Up to the present teachers in special schools are not required to undergo special training and receive the same salaries as their colleagues in regular schools.

174. Since 1964, however, there is an intensive course lasting one-and-a-half years designed to train specialists working with the mentally handicapped, at the Institute of Psychology of the University of Chile. A second intensive course lasting two years, related to the training of the deaf, was opened in 1967, and further similar courses for teaching the blind and other categories of handicapped are planned for the future.

F. Social reintegration of the handicapped young

175. The only provisions made under this heading relate to the socially maladjusted.

DENMARK

A. Main bases of special education

176. The Primary Education Act of 7 June 1958, Section 2, paragraph 2, calls for a system of special education for certain categories of handicapped children. It was amended in 1962 to extend its scope to cover further categories (Section 51a). Special education is also dealt with in Ministry of Education circulars dated 4 August 1961 and 4 February 1965. To these texts should be added the Public Assistance Acts of 1950, 1956 and 1959 which include provisions for the education of deaf, blind and mentally-retarded children.

177. The legislation is national in application; execution is carried out at the regional and local levels.

178. The Ministry of Social Affairs is responsible for the education of mentally-deficient children and children handicapped in sight, speech or hearing in boarding schools, and also for speech training of pupils above or below school age. All other special education activity is in the hands of the Ministry of Education. The border between the spheres of action of these two ministries corresponds to the wish and capacity of the family concerned to take financial responsibility for the child.

179. Section 76 of the Danish Constitution provides that all children of compulsory school age are entitled to free education at primary school. The adaptation of primary teaching to the needs of deaf, blind and mentally retarded children is regarded as a special duty.

B. Categories of beneficiaries of special education

180. Since the passage of the Primary Education Act in 1958, definitions have been given in official texts of various categories of handicapped children; the most recent is found in the regulations concerning special education at the primary level (1961) and continuation schools for handicapped youth (1968). These various definitions make a distinction between children suffering

from impediments of speech, weakness of sight, hardness of hearing, mental deficiency, difficulty in reading; sick and disabled children; the deaf and the blind.

C. Special classes and establishments

181. The regulations set out various forms of education adapted to handicapped children in accordance with the nature and degree of their incapacity: supplementary or special courses linked with a regular class; special classes attached to a regular school; special schools; and special boarding schools. This range of formulae led to the creation of boarding and day-schools for feeble-minded and mentally-retarded children; day-schools, special classes and supplementary courses for the backward; the same for deaf, hard-of-hearing, blind, weak-sighted, motor-handicapped children and those unable to learn to read; observation schools, classes and clinics for emotionally and socially handicapped children; and lastly special classes and courses for children with speech impediments. The existence should also be noted of one hundred and ten school psychology services attached to municipal school systems, the main and important functions of which are laid down in regulations.

182. Pupils unable to undergo vocational training in regular establishments are placed in an institution of the Danish National Service for the Mentally Retarded or in a rehabilitation centre.

183. Responsibility for special education within the primary school stage rests with the local school authorities, in co-operation as required with other local authorities. Inspection is carried out by a Superintendent of Special Education, a technical adviser to the State Superintendent of Education, who controls all activities in this field and harmonizes all relevant regulations with a view to achieving uniform practices. Expenditures arising from both regular and special education are borne by each municipality, with the benefit of State subsidies in conformity with various laws.

184. General terms in favour of the development of special education have been provided in the 1967 Act on Continuation Schools and the 1968 Act on Spare Time Education.

185. Private institutions may engage in special education activities and receive a government subsidy representing 85% of the teachers' salaries.

D. Operation of the special education system

186. The identification procedure is based on medical and psychological examinations undertaken at the request of the pupil's teacher with, if possible, the consent of the parents. The school psychiatrist, in agreement with the family, co-operates with the special vocational guidance experts of the rehabilitation centres and State schools in assigning the pupil to the most suitable institution.

187. Special education classes are limited to a maximum of ten pupils handicapped in hearing or speaking; to ten pupils also for the mentally retarded provided they are of different ages; and to six in the case of pupils of different ages who are gravely disabled physically. A maximum of sixteen pupils is allowed for reading classes.

188. Special education study programmes are as far as possible kept in line with those of regular classes, with the exception of programmes for the mentally retarded. An elaborate consultative service assists teachers to adapt teaching methods to the needs of each child. In addition to regular teaching materials, incumbents have at their disposal custom-made equipment built in specialized workshops.

189. Various measures have been taken to assist the handicapped young in carrying out their school obligations. Pupils admitted to State boarding schools have their expenses met in toto. Inmates of educational centres for gravely-handicapped subjects are entitled to free transport, teaching materials and medical care, the cost being shared between the government and the county. The same advantages accrue to pupils in municipal special classes: all costs arising from special education, including technical apparatus and equipment, are met by the government and the municipality jointly. Medical examination is compulsory and psychiatric consultation is

available in every school. Meals are generally not provided, although some schools distribute certain foodstuffs.

E. Teaching staff

190. The training of specialized teachers is provided in a series of courses totalling some eighteen months coming after the grant of the general teacher's diploma and culminating in an examination.

191. Appointment of teaching staff is made by the school council. There is no information regarding salaries, which appear to be similar to those of regular teaching staff, but the State reimburses 85% of the cost to the local authorities. There does not appear to be any additional grant to teachers in special education. Nevertheless a trend towards higher subsidies by the State to local authorities heavily burdened by special education costs is discernible.

F. Social reintegration of the handicapped young

192. Much attention is paid to the problem of placing the handicapped young in employment and to ways of easing the process. The Law on Training and Employment of Young People makes it possible to set up special courses for certain groups of handicapped youths who need preparation before undergoing occupational training. This law makes allowances for the reduced capacity to work of physically or mentally-diminished subjects.

UNITED STATES OF AMERICA

A. Main bases of special education

193. Education is decentralized, and legislative provisions relating to special education are found at two levels, that of individual states and that of the Federal Government. Each one of the fifty states has its own laws governing its educational structure, and these laws show great variety. This States' legislation is not reported in the information supplied, except for a few examples of which account is taken in the following pages.

194. At the Federal level the earliest piece of legislation applying to one category of deficient children is the Co-operative Research Act of 1954 (P-L. 531-831) which sets up a plan of research in the field of the education of the mentally retarded. Also in the context of research came further laws in 1957, 1963 and 1965, while laws concerning specialized teaching staff were adopted in 1958, 1959, 1961 and 1963. The Elementary and Secondary Education Act of 1965 (P-L. 89-10) and further legislation expanding its Sections I and VI passed in 1965, 1966 and 1967 institute a series of measures designed to favour the education of the handicapped young.

195. Further legislation is of a State character and is individual to each of the separate states. Enforcement is the responsibility of the local authorities within each community, but schools are administered by Boards of Education. As has been noted above, legislation is also enacted at the Federal level; in the main it takes the form of budgetary grants and of agreements with various public or private entities concerned with special education.

196. The Office of Education, which has authority over most matters connected with education, is a unit of the Federal Department of Health, Education and Welfare. Special education of the handicapped is in the hands of a distinct branch within that office, namely the Bureau for the Education and Training of the Handicapped, created by a law of 1966 (P-L. 89-750) to promote and administer all activity in this field. Within the separate states it is as a rule the state educational authority which has charge of special education, although a few medical establishments are under the control of the State Health and Welfare authorities.

197. School attendance is governed by the legislation of each particular state. Handicapped children may be exempted from the obligation to attend school if, after medical and psychological tests, it is found that there are no suitable provisions for their special treatment. Such provisions are, however, made increasingly frequently in all states. A study of their legislation carried out by the Council for Exceptional Children of the National Education Association shows

that since 1960 there has been a clear trend towards the adoption of three types of laws in this field: the law may be mandatory, as in Illinois, imposing upon Boards of Education the obligation of providing special education for one or more categories of handicapped children; or it may be permissive, as in Wisconsin, in accordance with needs and available resources; or it may take the form of a directive, as in Ohio, to take action - subject to the authorization of the State Education Board - whenever eight or more handicapped children require treatment. It would appear that since July 1968 at least half the states are implementing laws of the mandatory type in favour of one or more categories of deficient.

B. Categories of beneficiaries of special education

198. An official classification of handicapped children is found in the Act of 1963 (P-L. 88-164, Section 301) concerning the training of professional personnel, which enumerates: "mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health-impaired children who, by reason thereof, require special education". This enumeration was subsequently taken up in a variety of legislative texts issued by Federal authorities. Nevertheless each state adopts its own terminology in this field, thus leading to a great diversity in state classifications - sometimes more restrictive than the Federal enumeration, but sometimes adding further categories of children entitled to special education. Thus Illinois speaks among others of multiple handicapped children, while Oklahoma mentions children with special health problems.

C. Special classes and establishments

199. The information furnished allows some aspects of the practical educational action taken in favour of the handicapped young to be examined. At the level of the states, there is a tendency to increase the number of special classes attached to public schools, this formula being the least costly. But each state settles its own methods of action in this respect. In one state for example a given community may amalgamate its handicapped children with other pupils in a regular class, adding specialized masters to help them, while another community may set up a class exclusively for deaf children, and yet another may ensure the transport of orthopaedic cases to and from a special class while a fourth provides teaching at home for this category. In one community teaching of certain deficient may be given in a hospital, in another special classes may be organized within a school for backward children.

200. The States have legislative authority for subsidizing public institutions catering for various categories of handicapped. Some institutions, such as those taking care of the mentally sick or backward, are boarding establishments providing an educational programme as well as medical treatment. Others are state combined schools and hospitals reserved for orthopaedic cases, or state schools for the deaf or the blind. Many are administered by state health or welfare authorities rather than by the educational system.

201. As regards vocational rehabilitation, this depends, at the Federal level, upon the Social Rehabilitation Administration, which forms part of the Department of Health, Education and Welfare and not of the Office of Education. At the States level it falls under their own departments for vocational rehabilitation. Vocational training properly so called is the subject of important legislative provisions such as Law No. P-L. 90-576 of 1968 (amending a law of 1963). This provides for budgetary grants to state departments of education in respect of schools capable of leading handicapped persons who cannot carry out normal programmes without special assistance or adaptation to technical careers.

202. At the Federal level we may note some laws which sustain and stimulate the growth of special institutions through credits and general directives. Thus the Act of 1968 (P-L. 90-538) contains provisions for encouraging, through financial aid, the pre-school training of handicapped children in co-operation with their parents and with the help of the community. An Act of 1965 (P-L. 89-313) grants credits to the states to be distributed among public and private establishments to stimulate their operations and improve their performance. Similarly the Acts of 1966 (P-L. 89-750) and 1967 (P-L. 90-247) sustain this policy. Another law P-L. 89-694 of 1966 set up a pilot secondary boarding school for the deaf, attached to Gallaudet College in Washington, with the object of stimulating similar initiatives throughout the country. A law of 1965 (P-L. 89-36) had

created the National Technical Institute which provides boarding facilities for the young deaf. At the higher education level, law P-L. 90-575 provides universities with the means to identify and assist the physically handicapped able to pursue higher studies.

203. Special classes and schools are set up and administered at the state or local level by public or private bodies in accordance with the relevant legislation of the state concerned. A state or local Board of Education, or a Board of Directors, sees to the organization of all scholastic establishments and draws up regulations to guide their staffs.

204. Inspection and control functions rest with the Education Departments of the various states. Spot checks are, however, carried out to ensure that the conditions laid down in Federal legislation concerning the grant of subsidies to various establishments have been duly met.

205. Legislation relating to finance may originate at any level, and the structure of special education is closely dependent upon it. For example the budget of a class for the mentally retarded attached to a public school may represent the sum of local, state and Federal Government funds, and that budget will appear in the form of financial grants under the appropriate laws at each level, as indicated in this study.

206. There are a great many private establishments (the first, for the blind, date from 1830) concerned with the education of the handicapped. They may all benefit from the assistance granted to the states by the Federal Government in favour of special education. The Elementary and Secondary Education Act stipulates in this connexion that the state must furnish proof that children enrolled in private special schools, primary or secondary, do in fact benefit from such assistance. In addition, private special schools receiving handicapped pupils whose education is the direct responsibility of the state may benefit from the provisions of the Act of 1965 (P-L. 89-313) concerning the development of educational institutions concerned with handicapped youth. In this way private schools and institutions may also claim benefit from Federal legislation aimed at subsidizing research, the education of very young children, centres and services for deaf and blind children, etc.

D. Operation of the special education system

207. Legislation dealing with matters of identification, guidance and admission to special educational establishments, general or vocational, is the responsibility of the state. Almost all the states have taken legislative action in respect of these matters. Federal legislation, for its part, is concerned with financial assistance to the implementation of these activities and of those of the regional Resource Centers created by the Office of Education, which help in determining the educational needs of the handicapped. This action at the Federal level is designed to stimulate communities into action, at the state or local level, in favour of identification of deficiencies in children and of their guidance towards the appropriate institution.

208. Study programmes and teaching methods rest in the hands of the state and of local educational authorities - in practice, of local education boards and the teachers themselves.

209. Federal legislation nevertheless plays an important part in promoting teaching methods and the use of teaching materials suitable for the handicapped, by giving financial help to state programmes in this field. At the research level law P-L. 88-164, as amended by law P-L. 89-105, Section III, article 302, empowers the Commissioner for Education to subsidize projects aimed at the improvement of the education of the handicapped. The main types of such projects include research and development centres for the training of research personnel in the field of special education, pilot projects designed to test new procedures and methods in this same field, a development programme consisting of a network of centres using new teaching materials (acting also as information centres), and demonstration centres displaying selected projects suitable for development in the service of the handicapped. Mention should also be made of law no. P-L. 85-905 of 1958 which provides for sub-titled films to aid in the cultural development of the deaf.

210. The Elementary and Secondary Education Act of 1965 (P-L. 89-10), with its 1966 amendment, provides credits to the states to enable schools to grant their pupils certain facilities such as transport, primers and notebooks, meals, lodging, health services, etc. These facilities are not linked with compulsory education but are designed rather to enable handicapped children to remain within the orbit of the school system.

E. Teaching staff

211. The training, appointment and remuneration of specialized teachers are all matters under the control of the state education departments or of the local education boards, on the same basis as their colleagues in regular education. As regards appointment and qualifications there is a handbook entitled "Professional Standards for Personnel in the Education of Exceptional Children", published by the Council for Exceptional Children of the National Education Association.

212. Teacher-training institutions are either attached to universities or independent, and are found throughout the country. Some are financed from private sources, others by the state or the municipality. They are administered by local authorities rather than by legislative texts.

213. Steps have been taken at the Federal level, through various forms of financial assistance, to remedy the shortage of specialized staff. Thus the Act of 1958 (P-L. 85-926) grants credits to universities, colleges and state educational establishments for the training of teachers specializing in the treatment of mentally-retarded children. The law P-L. 87-276 of 1961 provides similar help for the training of teachers for the deaf, while the law P-L. 88-164 of 1963 extends the system to cover all forms of deficiency requiring specialized teaching. Finally the 1967 law P-L. 90-170 provides for the training of physical education staff and leisure monitors for all handicapped children. The credits made available often take the form of fellowships of various types as well as subventions.

F. Social reintegration of the handicapped young

214. In general, the philosophy of education for the handicapped in the United States is based on the concept that handicapped children remain in so far as possible with normal children and that they are not isolated from normal school. School systems provide special classes and services within the framework of regular school and the integration of the handicapped with other students is a continuing process. The legislation provides for these special needs within this framework.

FRANCE

A. Main bases of special education

215. Provision for handicapped children was first made in the law of 28 March 1882, and there has been a series of laws, decrees and circulars since that time: the law of 15 April 1909 (with a decree of execution of 17 August 1909), the decree of 6 January 1959 (Chapter VI article 45) on the reform of public and special education, and the circulars of 15 June and 21 September 1965 which lay down general principles of organization and structures to be envisaged with a view to the schooling of handicapped children. Other legislation will be mentioned in the course of this chapter.

216. Legislative provisions drawn up and adapted in this field lie solely at the national level.

217. There are three ministries competent in the matter of special education: the Ministry of National Education, the Ministry of Social Affairs and the Ministry of Justice. The first, which is responsible for imparting education, sets up special classes and establishments, grants subsidies and ensures the training of teaching staff. The great majority of handicapped children fall under its jurisdiction, in particular the less stricken and those whose condition of health is stable. The Ministry of Social Affairs⁽¹⁾ takes care of handicapped children who still require medical care, the gravely retarded, the mentally afflicted with associated disturbances, the blind and the deaf, for all of which categories it created establishments and trains specialized staff. The Ministry of Justice is responsible for delinquents.

218. Several texts lay down the obligation to attend school for all children including deficient, handicapped or maladjusted children; the latest, the Order of 6 January 1959 already mentioned, related to the raising of the school-leaving age to sixteen years. All these texts conform to the spirit of the law of 28 March 1882, article 4, reading: "Regulations shall specify the means of ensuring primary education for deaf-mute and blind children".

(1) This text was prepared before the ministerial reorganization of June 1969.

B. Categories of beneficiaries of special education

219. These categories are set out in the choices open to candidates for the Certificate of competence for teaching deficient or maladjusted children, which was created by a decree of 12 July 1963 and which governs the training of teachers. There are eight such categories: the mentally deficient; children showing signs of disturbance in their bearing and conduct; children requiring psycho-educational readaptation; the physically diminished; the motor-handicapped; deficient in sight; deficient in hearing; and the socially maladjusted.

C. Special classes and establishments

220. The circular of 21 September 1965 already mentioned has as its object the creation of structures which will assure the schooling of handicapped children at all levels of teaching and of the types of establishments required to provide such schooling in satisfactory conditions. The various kinds of classes and establishments required for this purpose are described in a series of legislative texts and regulations which lay down in each case the details of creation, organization, operation, inspection and financing of these institutions.

221. These texts are the following: for classes attached to primary schools and for independent rehabilitation schools for the mental, physical or sensory deficient, the law of 15 April 1909 and the decree of 17 August 1909; for national primary schools designed for the socially handicapped, the law of 15 April 1954 and the decree of 31 August 1959; for national readaptation schools for the mental, physical or sensory deficient, with occupational training for pupils over fourteen years of age, the law of 31 December 1951 and the decrees of 4 January 1954 and 6 March 1967; for special education sections attached to second-grade colleges and catering for the less seriously mentally handicapped (providing both general and occupational training), the circulars of 21 September 1965 and 27 December 1967; for open-air schools and establishments, numerous circulars dating from 8 September 1922 to 16 June 1957; for establishments providing medical attention, care and after-care for students suffering from lung-tuberculosis or slight mental disorders, the circulars of 5 January 1957 and 6 November 1958; and for ambulant medico-psychological educational centres providing treatment in liaison with the above schools, the decree of 9 March 1956, annex XXXII, the decree of 18 February 1963 and the circular of 16 April 1964.

222. The management of vocational training and rehabilitation establishments operated by the Ministry of Social Affairs is governed by decrees of 7 July 1957 and 9 March 1956, annex XXIV. They are financed by the Social Assistance and Social Insurance funds, and receive the special education allowance foreseen in the law of 31 July 1963.

223. Private establishments practising special education are governed by the decree of 9 March 1956 which lays down the terms under which such institutions may undertake cure and prevention (annex XXIV, unadapted children; annex XXIVa, functioning of homes for motor and brain deficient).

D. Operation of the special education system

224. As regards identification, a circular of 29 September 1965 sets out detailed procedures for the registration of the deficient young. A team of technicians (teachers, doctors and psychiatrists) working with the social assistance service is responsible for establishing the relevant files which are then forwarded to the medico-educational commissions set up in accordance with the circular of 22 April 1958 and the decree of 16 December 1964. Under the 1965 circular just mentioned a departmental register is then compiled. It should be added that Article 176 of the Code of the Family and of Social Assistance stipulates that it is compulsory to report any affliction involving permanent disablement of 80% or more in minors and the handicapped.

225. There are no special provisions concerning the guidance of the handicapped, who are subject to the same measures as other children in this respect. Admission to classes and establishments, on the other hand, is governed by a number of texts:

- (a) for handicapped pupils capable of following regular teaching the conditions of entry into schools are set out in circulars of 5 January 1959 (motor-handicapped) and 20 March 1963 (epileptics, diabetics, heart-sufferers and the asthmatic);

- (b) for those whose state of health calls for special education, admission to the various classes and institutions is governed by regulations adapted to the different types of establishment (law of 15 April 1909, decree of 9 March 1956, annexes XXIV and XXIVa, and numerous circulars);
- (c) admission to vocational training establishments or to special sections in second-stage colleges is determined by a national admissions commission or by departmental medico-educational boards, in accordance with the circulars of 28 April 1955, 19 January 1968 and 27 December 1967. Admission to private establishments caring for motor and brain deficient who are minors may be pronounced by the head of the establishment in agreement with the house physician (decree of 9 March 1956, annex XXIVa). A decree of 17 August 1909 sets the maximum number of pupils to be admitted to special education classes at fifteen.

226. There are numerous provisions dealing with study programmes and teaching methods, which differ for the various classes and establishments. Programmes and methods intended for the mentally weak in rehabilitation classes providing physical training, preparation for vocational and social life, etc., are the subject of a decree of 12 August 1964, since twice amended (annexes I, II and III); study programmes for occupational sections attached to second-stage colleges are dealt with in a circular of 27 December 1967.

227. Fellowships for rehabilitation training, as provided in a decree of 16 December 1964, and internships in establishments operated by the Ministry of National Education (circular of 28 April 1955), are granted to handicapped children to assist them in their school studies. The report also mentions a special education grant inaugurated and regulated by a law of 31 July 1963 and a decree of 23 May 1964. In private medical care establishments which also provide teaching the parents of pupils may be relieved from part of the costs by daily benefits paid by the Social Security system.

E. Teaching staff

228. The training of special education teaching staff is carried out in two national centres set up under the laws of 31 December 1951 and 10 April 1954, detailed regulations being added in a number of decrees. There are also twenty-three regional centres governed by the decree of 1 April 1964 and a circular of 23 May 1966. The period of training in all these centres is two years, at the end of which pupils qualify for the Certificate of competence for teaching deficient or unadapted children, mentioned under B above. Secondary school teachers (first and second cycles) may also undergo training. A decree no. 67-138 and order of 22 February 1967 creates a diploma of special education capacity, for which three years' study is required.

229. Under the terms of the decree of 12 December 1967, article 5, candidates who seek the Certificate of competence mentioned above must undertake, as soon as they have qualified, to serve in a public special education establishment for at least five years, the first three of which in a post corresponding to the type of specialization they had chosen. There are fixed grants for special responsibilities which, under a decree of 20 July 1966, may be accorded to teachers working in first-stage national schools or in national rehabilitation establishments.

F. Social reintegration of the handicapped young

230. A young handicapped person can benefit from the provisions of the general Act of 23 November 1957 concerning employment and readaptation of handicapped workers and of the circular of 18 December 1964 concerning the centres for aid through work operated by the Ministry of Public Health and Population. A decree of 20 July 1959 provides for the admission of blind persons and the gravely-crippled to qualify as teachers in public institutions.

HUNGARY

A. Main bases of special education

231. Special education is the subject of legislative provisions falling within the framework of the legislation on general education. The main texts are: the Act on Public Instruction (III-1961), some articles of which deal with handicapped youth; the decree-law, 13-1962, concerning compulsory schooling; the decree-law, 14-1962, on primary education establishments; and the implementation orders, MM 7-1963 and MM 3-1966, of the Ministry of Cultural Affairs. Any particular provisions relating to aspects of special education are handled by way of decrees or directives issued by the Minister.

232. The drafting of all legal texts of a general character relating to special education is done at the national level by the Ministry of Cultural Affairs. Execution of such provisions takes place at the national or provincial levels.

233. The Ministry of Cultural Affairs is responsible for the compulsory education of the handicapped young from the ages of six to sixteen years in special medico-educational establishments. It is also concerned with children between the ages of three and six in the special pre-school sections of such establishments and with infant schools for the deaf, blind and mentally retarded. The Ministry of Health is in charge of the kindergartens looking after infants below three years of age, and also of the protected workshops or work-oriented homes set aside, by decision of the Ministry, for the sight deficient, the motor handicapped and the mentally retarded over sixteen years of age (EUM 6-1960).

234. Compulsory schooling is imposed upon handicapped children by Article 4 of law III-1961 already mentioned. The relevant regulations are contained in decree-law 13-1962, article 1 (2), an implementation order MM 7-1963, and in decree-law 14-1962 and implementation order MM 3-1966. Beginning at the primary stage, schooling opens at medico-educational establishment; the obligation arises as soon as the child is six and covers ten school years. It may be prolonged twice at the most at the request of the child's tutor in the establishment in question. The decision concerning prolongation rests with the cultural section of the executive committee of the departmental or municipal council.

B. Categories of beneficiaries of special education

235. In accordance with Article 31 of the decree MM 3-1966 of the Ministry of Cultural Affairs, aimed at the execution of decree-law 14-1962 already cited, medico-educational establishments are intended for the following categories of handicapped children: those with impaired hearing (deaf, deaf-mute, hard-of-hearing); those with impaired sight (blind, near-blind); mentally deficient; physically diminished; those affected with speech difficulties.

236. The same article makes a distinction, in respect of establishments, as between mentally deficient who are still able to acquire general knowledge (mentally weak) and those who are incapable of doing so (feeble-minded). There is also a recommendation concerning children suffering from physical or sensory diminution and also mentally weak, but still able to be educated.

C. Special classes and establishments

237. The decree-law 14-1962 already mentioned incorporates medico-educational establishments concerned with special education into the public instruction system as institutions concerned with primary education. These establishments have special preparatory sections for children from three to six years of age and special infant schools for the blind, the deaf or hard-of-hearing and the mentally backward. There are also special kindergarten units for infants below three years of age which are supervised by the Ministry of Health.

238. The vocational training of the blind, deaf and mental defectives is also provided in medico-educational establishments. In addition, the Ministry of Health, and in particular the Central Institute for Social Rehabilitation, under the terms of decree EUM 6-1960, provides for the occupational training and rehabilitation of the blind and physically or mentally-handicapped

subjects in its work-oriented homes. Motor-handicapped children are handed over, under governmental decree 36-1963, to the Educational Institute and Home for the Motor-handicapped.

239. Decree-law 14-1962 together with its enforcement decree MM 3-1966 (article 31) lay down the functions, management and supervision arrangements of medico-educational establishments, while order MM 154-1961 contains instructions relating in particular to the creation and administration of such establishments and the related boarding schools and children's homes. In the light of these provisions the creation of any such establishment rests with the executive committees of the departmental or municipal councils (or the Budapest Council) with the concurrence of the Ministry of Cultural Affairs which is responsible for supervision. Schools for mentally-diminished children still capable of being taught may be created in any locality if the number of such children reaches fifty or more. If there is no special school for these children in a given community and if their number exceeds ten, a special class may be created for them, attached to a regular primary school. The above texts also stipulate that the executive committees of departmental or municipal councils are responsible for the direction and financing of medico-educational establishments. Education of the handicapped is the exclusive concern of State institutions.

D. Operation of the special education system

240. The legislative provisions at present in force in the sphere of public education do not deal with methods of identification, nor with the vocational guidance of handicapped youth.

241. The procedure for admission to a medico-educational establishment (or transfer to such from a regular primary school), and that for reintegration in normal schooling, is laid down by the Ministry of Cultural Affairs in decree KM 847-804-3-1953 and subsequent directives MM 121-1963 and MM 164-1964. In accordance with these texts it is for the headmaster of the regular primary school to suggest the transfer of a handicapped pupil to a special education establishment, either at the time of compulsory enrolment at the regular school or in the course of his school career. The decision to transfer the child is taken, after thorough study of the case, by a commission set up for the purpose by the cultural section of the departmental or municipal council. Pending such decision, the child continues to attend at the regular school. The same commission may later decide that the child can be readmitted to regular schooling.

242. Admission to the occupational training sections for the deaf and mentally backward operating under the supervision of the Ministry of Cultural Affairs is dependent upon a certificate of attendance at the last (VIIIth) class of regular school. Admission to work-oriented homes is governed by decree EUM 6-1960 of the Ministry of Health (Article 3); youths admitted must be sixteen years of age at least and their capacity to work must be seriously affected.

243. The maximum number of pupils allowed in groups or classes varies according to the type of institution and the grade of teaching involved. The limit varies from twelve to seventeen in establishments catering for deficient hearing, from fourteen to seventeen for sight-deficient and from fourteen to twenty-two for the mentally or physically diminished.

244. From 1958 onwards observance of a set study programme and of regulations concerning the training of the mentally backward has been rendered compulsory in medico-educational institutions, houses of learning, special schools and classes by direction of the Ministry of Cultural Affairs. More recently the decree-law 14-1962 (Article 5) and the decree MM 3-1966 (Article 31, paragraphs 1 and 2) have defined the aims, the use of time and the programmes, including directives concerning teaching methods broken down by subjects, of the various types of medico-educational schools. Thus the blind and the near-blind, the deaf and the hard-of-hearing and the physically diminished now follow special teaching programmes laid down by regulation.

245. Handicapped children are given facilities to enable them to observe their school obligations. For example there are day-nurseries and boarding facilities attached to medico-educational establishments in which the costs of board and lodging are not only very moderate but adjusted to meet the parents' situation, which are freely available to children whose domicile is distant or whose parents work. The cost of school-books and school supplies is also low, and medical care is free in all schools, boarding houses and nurseries.

E. Teaching staff

246. Under the terms of decree MM 3-1966, Article 11, teachers in special education are trained at the Higher Teacher training College for Curative Pedagogy, following an eight-semester programme of studies drawn up by the Ministry of Cultural Affairs (decree MM 185-1963). The cultural section of the departmental or municipal council in charge of the administration of a special establishment has the responsibility of appointing its head and teaching staff.

247. A joint directive of the Ministries of Labour and Cultural Affairs (MM 110-1966 and MK 2-A) sets out the salaries payable to special education teachers; these consist of a basic salary with a supplement calculated in terms of a variety of factors and of the particular nature of the school. Teachers who are in charge of a special class in a general primary school are entitled to an allowance of 10% of base salary at any grade. A similar bonus is granted to teachers in charge of over-numbered classes.

F. Social reintegration of the handicapped young

248. The handicapped young are included in the category of persons with diminished working capacity and thus fall under the legislative provisions applicable to that category. A number of decrees and directives issued by the Ministries of Health and of Labour are aimed at their reintegration into society. For example the blind enjoy special facilities in industry, in the matter of old-age pensions and in transportation. Under the direction of the National Planning Office, undertakings and co-operatives belonging to the handicrafts industry are under the obligation of recruiting at least 75% of their employees from among handicapped persons. This Office has recently listed 643 posts to be filled, in whole or in part, by labour-handicapped individuals. The Labour Code, in Article 38, makes provision for protecting such individuals from arbitrary dismissal.

INDIA

A. Main bases of special education

249. No legislation exists specifically dealing with the education of the handicapped young.

B. Categories of beneficiaries of special education

250. The Indian report nevertheless quotes the following categories of handicapped children: the blind, the deaf, the mentally deficient and the motor-handicapped orthopaedically.

C. Special classes and establishments

251. There are some facilities for handicapped children to obtain education in institutions which are for the most part of a voluntary character. These receive financial assistance from the governments of the states or from the Central Government. There are also some institutions run by the governments themselves, and these developed considerably as a result of the implementation of successive Five-year Plans.

IRAQ

A. Main bases of special education

252. An Act of 1945 relating to local authorities provides the foundation for the education of physically or mentally deficient children.

253. Three ministries share responsibility for special education: the Ministry of the Interior, the Ministry of Labour and Social Affairs and the Ministry of Education. Local authorities, answerable to the Ministry of the Interior, are responsible for the creation of special schools,

mainly at the primary level. The Ministries of Labour and Social Affairs look after orphaned and needy children, their training and readaptation. Teaching in special schools is under the responsibility of the Ministry of Education. Each of these ministries has its own regulations prescribing for these matters.

The existing legislation makes no specific provision rendering education compulsory.

B. Categories of beneficiaries of special education

254. The following categories of handicapped children are enumerated in various unidentified legislative texts: "(a) blind, deaf, dumb, mentally defective; (b) orphans, destitute children and those with extreme deprivation in their environments".

C. Special classes and establishments

255. Each of the ministries mentioned above has its own specific regulations concerning the creation and management of schools for the handicapped. Special education of a private character falls under the regulations governing private education in general.

D. Operation of the special education system

256. There are no legislative provisions concerning the identification of the handicapped. In practice, reliance is placed on medical reports and, in the case of the socially maladjusted, on the evidence of the municipal authorities.

257. Regulations limit the number of pupils admitted to classes for the handicapped to thirty in the case of the socially maladjusted and to twelve in the case of the physically or mentally handicapped.

258. Under further regulations the Ministry of Education is responsible for the selection of study programmes and school-books, the detailed application being then the subject of instructions issued by local authorities. Ad hoc interministerial committees meet from time to time to examine these questions.

259. Special regulations concerned with public assistance institutions enable the local authorities to provide pupils with free board and lodging, clothing, primers and school supplies, and medical care. Handicapped children coming from poor families also benefit from free transport. Deficient children whose families are in easy circumstances may be admitted to special education boarding schools provided their parents meet all expenses.

E. Teaching staff

260. There are no special provisions concerning the training, appointment and remuneration of staff working in special schools. The laws and regulations applying to staff in regular schools are relevant here also.

F. Social reintegration of the handicapped young

261. Unspecified regulations mention the work of social assistants engaged in school activities who, in close co-operation with the parents of handicapped children, help the latter in organizing their future gainful life.

IRAN

A. Main bases of special education

262. The sole basis appears to be the Act on Compulsory Schooling of 5 August 1943. Article 11 of executive annex no. 1 of this Act calls for the creation of special schools for handicapped

children and the mentally retarded and stipulates that the Ministry of Education shall train such children in accordance with a settled programme, teaching them crafts, industrial trades or agricultural skills.

263. All legislation is at the national level. It is supplemented by decrees rendered by the Council of Ministers and by decisions of the Higher Council of National Education.

264. The Ministry of National Education, and more particularly a recently-created central department bringing together all legislative and administrative actions involving the education of handicapped children, is competent in this field. Certain responsibilities, however, fall to the Ministries of Health and of Justice.

265. Under the Act of 1943 schooling is compulsory for handicapped children as for all others; shortage of revenue and of staff competent to teach and train such children has, however, delayed the achievement of the results hoped for.

B. Categories of beneficiaries of special education

266. Article 11 of executive annex no. 1 already cited merely mentions "handicapped children and the mentally retarded"; other categories are mentioned in the reply, but they vary and have no official status. They include the blind, the deaf-mute, maladjusted children, cripples, the chronic sick, the unbalanced, etc.

C. Special classes and establishments

267. Some schools have been established under the Third National Plan, and further schools are foreseen under the Fourth Plan, with the corresponding credits. Existing schools are governed by statutes which have the approval either of the Higher Council of National Education or of the legislature.

268. There is also a number of private establishments for the blind, the deaf-mute, the mentally deficient or retarded, and some of these establishments provide vocational training. They operate under special authorization of the Higher Council of National Education and have their own internal regulations. There are no general provisions regarding the structure and operation of these private schools, each of which has its own rules, but they are all subject to the supervision of the Ministry of National Education.

D. Operation of the special education system

269. Criteria and methods of identification are being prepared. In the meantime, schools proceed by practical tests. A guidance system is foreseen in future programmes.

Under the Act on Compulsory Schooling classes for handicapped children may consist of between ten and fifteen children.

270. Every special school must follow a suitable programme; e.g. the school manual for the blind is written in Braille characters.

271. The Act makes no provision for particular assistance to handicapped children. Nevertheless schools opened under the Third Plan grant facilities to their pupils.

E. Teaching staff

272. A training class for teachers of the mentally retarded has been in existence for the past two years. The Ministry has recently opened a second class which is to train one hundred teachers for special schools. Their pay will be the same as that of regular masters.

ISRAEL

A. Main bases of special education

273. The principle of special education is laid down in the Compulsory Education Law of 1949 (No. 5709), which in Section 9 entrusts the Minister and the local school authorities with the task of providing elementary schooling for children suffering from mental or physical deficiencies. The State Education Law of 1953 (No. 5713) and regulations of 16 March 1959 elaborate on the principle. In addition to these main texts, the Ministry of Education and Culture has issued detailed instructions.
274. All legislation is drawn up at the national level. Its practical application is remitted to local school authorities with the exception of study programmes, teaching staff and inspection which, in the primary education field, are reserved for action by the national authorities.
275. The Ministry of Education and Culture is responsible for all aspects of teaching intended for physically and mentally handicapped youth. It co-operates with the Ministry of Health in respect of hospitalized children or those who are bedridden at home, and with the Ministry of Social Welfare for the planning of teaching programmes intended for educable children. It should be added that the Law of 1949 provides for a Special Education Department which started operating within the Ministry of Education and Culture in June 1950.
276. As laid down in the Law of 1949, schooling is compulsory for handicapped children and youths as for all others, from five to fourteen years of age.

B. Categories of beneficiaries of special education

277. The existing legislation does not define specifically the various categories of handicapped children. Nevertheless Section 9 of the Law of 1949 makes a basic distinction between the mentally deficient ("problematic") and the physically diminished ("cripples") which is followed in subsequent regulations. The Special Education Department has endeavoured to arrive at practical sub-definitions with a view to the more accurate placing of pupils in the appropriate special schools: for example the mentally retarded, emotionally disturbed and socially maladjusted, which group includes children suffering from serious psychotic troubles or minimal organic brain disturbance; and the physically handicapped, which include the blind, the deaf, and children suffering from infantile or spastic paralysis.

C. Special classes and establishments

278. Section 9 of the Law of 1949 provides for the creation of special schools without specifying their nature, but the Law of 1953 and the regulations of 1959 define certain characteristics. The administrative instructions concerning special education, issued by the Ministry of Education in November 1968, set out three main approaches to the scholastic framework to be provided for physical or mental deficient. These are: (1) special schools entirely concerned with the handicapped; (2) special "advancement classes" open to all types of deficient within regular schools; and (3) "therapy classes" in which the mentally deficient child can follow a special treatment while remaining a member of the normal class (this is limited to three years). The young handicapped may also benefit from the vocational training available at the higher stage of primary education. In all types of special classes the Chief Inspector of Special Education may authorize an additional month of study during the summer vacation, or two weeks at other holiday periods.
279. Ministerial instructions, now in course of revision, are shortly to be issued regarding special schools attached to hospitals for the treatment of serious cases; some are to have radio-communication apparatus linking the bedridden child with his class. When children are in hospital for a prolonged period teachers are seconded to attend to them and keep them in touch with their schools. In particular cases the district office of the ministry may have a sick pupil taught at home, up to a limit of four hours a week. If in a kibbutz or any given rural area there are not enough handicapped children to justify the opening of a special class the community may receive a grant enabling it to employ a specialized teacher (ministerial instructions of November 1968).

280. The same instructions embody a number of strict rules concerning the internal organization and detailed functioning of special schools and concerning the rôles and responsibilities of headmasters and inspectors, answerable to the Chief Inspector of Special Education. In so far as no particular ministerial instructions exist on any given point, however, special education falls under the legislative structure of general education.

281. Regulations governing private education in general are equally applicable to private special education. As an exception, handicapped children in private establishments benefit under Section 9 (b) of the Compulsory Education Law. Private establishments account for approximately 8% of the total special education network. They consist for the most part of boarding schools managed by individuals or groups and following the same programmes as the State schools under the supervision of the Ministry of Education.

D. Operation of the special education system

282. Chapter III of the Regulations concerning Registration for Kindergartens and Schools of 16 March 1959 deals in articles 28-30 with the "registration of problematic and crippled pupils". The first step in identification may be taken either by the parents or by the school authorities; in either case the child undergoes medical and psychological examinations and a series of tests, after which, failing the issue of a ministerial exemption, the child is directed to a designated, free special education establishment. The parents may, however, appeal against this decision before the school authorities, who may not reject the appeal before it has been referred to the District Inspector. Another chapter of the Regulations deals with the transfer of a pupil from one establishment to another (Articles 2, 6 and 7c and d), again on the initiative either of the parents or of the school authorities. Such transfer can only take place after an exhaustive study of the case and subject to medical advice; it must be approved by the psychological service, which is also concerned with questions of admission.

283. Classes may be divided into several working groups after the District Inspector has given his assent and released the necessary funds. Groups consist of six to eight pupils in the case of emotional disturbed or seriously retarded children, from eight to ten in the case of the blind, mentally or physically defective, and from ten to twelve for the deaf.

284. Study programmes and time-tables are strictly defined in the ministerial instructions of 1968 already referred to, in such a way as to achieve equilibrium between general instruction, which must conform as closely as possible to the regular curriculum, manual work and crafts and the psycho-therapeutic treatment.

285. The facilities made available for special education are a component part of those granted to State education as a whole, supplemented by particular provisions which take the needs of special education into account.

E. Teaching staff

286. The conditions of service laid down in the State Education Law of 1953 are developed further in the order of 27 December 1957. The effect is that teachers must, in addition to their general qualifications, obtain a special entitlement; this further training enables them to claim an additional stipend the amount of which varies between 10% and 20% of base salary.

F. Social reintegration of the handicapped young

287. There are no specific provisions on this subject, although this is the principal aim sought after in all the activities of the Special Education Department. The policy relating to special education has as its object to provide the young handicapped with the means of readaptation and integration in the normal community life. This policy is exemplified in the instructions given to maintain the child in a regular class to the fullest possible extent with special teaching if required, and in the trend towards setting up special classes within regular schools wherever possible.

ITALY

A. Main bases of special education

288. At the present time there exists no general legislation specifically aimed at the education of the handicapped. In the matter of primary schooling the case is foreseen in the consolidated text of the laws on primary instruction approved by Royal Decree of 5 February 1928, No. 577 (Articles 175 et seq.) and in the application regulations (decree of 26 April 1928, No. 1297). With regard to secondary education Article 12 of the law of 31 December 1962 (No. 1859) sets up, within regular schools, special classes for some categories of handicapped pupils.

All legislation is adopted at the national level.

289. The competence of the various ministries is shared in accordance with the different fields of application: Ministry of Public Instruction for the educational aspects, Ministry of Health for medical aspects, Ministry of the Interior for public assistance aspects, Ministry of Labour for work-centres, Ministry of Grace and Justice for the retraining of minors, in conjunction with Public Instruction.

290. Children considered as curable, that is to say having an intelligence quotient of 0.40 or above, are subject to normal compulsory schooling. The obligation runs up to the age of sixteen for the deaf-mute (Royal Decree of 5 February 1928 cited above) and has been extended by administrative action to cover the mentally diminished up to the same age.

B. Categories of beneficiaries of special education

291. The legislation does not enumerate explicitly the main categories of mentally-handicapped subjects (spastics, mongoloids, etc.) or of the mentally retarded, but all categories will be admitted to Italian schools. The blind and the deaf-mute are the only cases mentioned in some texts (Decree of 5 February 1928, law No. 1463 of 26 October 1952 and the law of 31 December 1962 already quoted).

C. Special classes and establishments

292. In the public sector, there are special schools for the physically or mentally handicapped at the primary level (Royal Decrees of 5 February 1928 and 26 April 1928 mentioned above) and special classes for maladjusted pupils attached to secondary schools (Article 12 of the law of 31 December 1962 as above, and application decree of 8 August 1963). There are also special classes within institutes for the retraining of minors set up and administered under the ministerial decree No. 330 of 23 July 1968. Finally the law of 26 October 1952, which nationalized elementary schools for the blind, contains directives for their management. The blind can also be received in vocational secondary schools (law of 31 December 1962 as above, Article 16).

293. The structure, operation, financing and inspection of all these establishments is governed by ministerial orders and circulars, by the decree-law No. 1002 of 3 September 1947 and by subsequent amendments.

294. Apart from the State special schools there are a number of private schools for the physically or mentally handicapped which do not come under the Ministry of Public Instruction. At the primary level there are many schools operated by private or public institutions and bodies. In all such cases the State, having concluded agreements with the schools, appoints and pays the teachers, deals with identification and supervises operations.

D. Operation of the special education system

295. Identification is governed by a number of ministerial circulars dealing with primary education, namely Nos. 4525 (1962), 934 (1963), 377 (1965), 338 (1966), 313 (1967), 328 and 5209/36 (1968). Identification is carried out chiefly in the first two classes of primary school, and is in the hands of a special commission forming part of specialized organs, or attached to medico-psychological educational centres. Pupils are examined by such commissions following notification

by either the teacher or the parents. In secondary schools the Class Council may notify names of pupils to the medical examination commission.

296. On the basis of the medical evidence so obtained a type of class is selected and admission to an appropriate establishment arranged, together with continuing guidance of the pupil throughout the school year.

297. The number of pupils per class is limited to 8-10 in special schools at the primary level; in classes attached to secondary schools the limit is fifteen (law of 31 December 1962) and the same limit prevails in classes for the blind (law of 26 October 1952).

298. There are no special standards governing study programmes. Training of pupils as a process is achieved by means of a case-by-case treatment spread out over a suitable period with the necessary methods. The law of October 1952 just mentioned, which deals with institutions for the blind, finds a place for music and singing in the programme.

299. Specific measures of assistance to ensure the school attendance of the handicapped are foreseen at both the primary and the secondary levels. They bear on such items as primers and school supplies, free transport, medical care and board and lodging in special establishments.

E. Teaching staff

300. The training of specialized teachers for primary schools catering for the mentally handicapped is governed by Royal Decree of 26 April 1928 as above (Article 404) and is carried out in specialist teacher-training colleges; staff intending to care for the blind and deaf-mutes are trained, in accordance with the decrees of 5 February 1928 and 26 April 1928 cited above, in special State schools. Teachers for special classes at the secondary level receive additional cultural and didactic training under a decree of 8 August 1963. Appointments are made by the heads of establishments, following normal rules.

301. In primary education, specialized staff receive a premium and special monthly allowances (decree-law of 3 September 1947, as above); but in secondary education teachers who have followed the required further training accept the additional responsibilities without additional remuneration.

F. Social reintegration of the handicapped young

302. The Italian reply gives no information indicating that legislation exists in the matter of social reintegration, but states that the Ministry of Labour has created, on an experimental basis, a number of work-centres for handicapped persons having completed their compulsory schooling.

JAPAN

A. Main bases of special education

303. Basic principles of special education are set out throughout the School Education Law No. 26 of 31 March 1947 (Chapter VI, Articles 71 et seq.). The law was followed by Enforcement Regulations (No. 11 of 23 May 1947) and by an Order for the Enforcement of the Law (Cabinet Order No. 340 of 31 October 1953).

Measures affecting the medical field come under the Law for the Welfare of Disabled Persons (No. 283 of 26 December 1949).

304. All legislation is written at the national level. Cabinet issues Orders aimed at the application of legislative provisions, and the Ministry of Education issues detailed instructions giving practical effect to these laws and orders.

The education of handicapped children and young persons falls under the jurisdiction of the Ministry of Education.

305. Under the law of 31 March 1947 already mentioned, the education of handicapped children is compulsory from six to fifteen years of age (Article 22). The elementary cycle runs from six to twelve years, and if at the latter age a pupil has been unable to complete the cycle his parents must maintain him at primary school for as long as may be needed. At the close of his elementary cycle the child, if not yet fifteen years of age, must attend the first stage of secondary schooling until he has completed his fifteenth year (Article 39).

B. Categories of beneficiaries of special education

306. In Article 71, the School Education Law defines for the purposes of attendance at special schools several categories of handicapped children: the blind and those whose sight is gravely affected, the deaf and severely hard of hearing, the mentally retarded, the physically handicapped, the sick and chronic invalids. A Cabinet Order of 31 October 1953 (Chapter II, Article 22) later refined these disabilities into a number of sub-categories as follows:

- I. The blind:
 - (1) sight with both eyes less than 0.1;
 - (2) sight with both eyes between 0.1 and 0.3 but with serious sight trouble necessitating the use of Braille in education.
- II. The deaf:
 - (1) loss of hearing 90 decibels or more;
 - (2) loss of hearing between 50 and 90 decibels renders subject unable to hear even with a hearing aid.
- III. The crippled:
 - (1) body stance impossible or difficult due to functional disorders;
 - (2) incapacity of the upper limbs due to functional disorder;
 - (3) incapacity of the lower limbs due to functional disorder;
 - (4) other functional disorders of the body or limbs as or more severe than those just mentioned;
 - (5) disorders less severe than the above, but requiring six months or more of medical attention.
- IV. The sick and chronic invalids:
 - (1) chronic condition requiring six months or more of medical attention or of special living conditions;
 - (2) physical diminution requiring six months or more of special living conditions.

C. Special classes and establishments

307. The Education Law of 1947 lays down the principle of institutions for handicapped children providing general education from the infant school grade to the second cycle of secondary education, while giving some freedom to the executive organs to adapt these institutions to the needs of children within their area of authority. For the blind, the deaf and other physically handicapped the arrangements may take the form of institutions providing, in addition to primary and first-cycle secondary teaching, a kindergarten and second-cycle secondary teaching; or a school confined to primary and first-cycle secondary teaching; or isolated kindergartens or second-cycle secondary education establishments (Articles 71, 72 and 74). This law also provides for the addition to regular schools of special classes for the handicapped, of classes for children undergoing medical treatment and, if required, for the secondment of teachers to look after the last-named children.

308. There are establishments for the blind, the deaf and other physically handicapped which provide vocational training, and assistance towards their rehabilitation is foreseen in the 1949 law for the Welfare of Disabled Persons (paragraph 303 above).

309. The financing of these establishments is in general assured by the district, municipal or communal authority responsible for them, subject to the approval of the Governor (law of 26 December 1949 as above, Articles 35 et seq.). However the State takes a share in these expenses which may rise up to 80%.

310. There are no particular legislative provisions concerning private action in the field of special education.

D. Operation of the special education system

311. The Law for the Welfare of Disabled Persons already cited provides for the creation, in every area where the need arises, of Rehabilitation Inquiry Offices for the use of the handicapped (Articles 11 et seq.). These offices carry out medical and psychological examinations and also tests of an occupational nature. Their verdicts provide a basis for the work of the Welfare Offices, which seek to identify the physically handicapped and to provide consultation and guidance in order that they may benefit from the provisions of the law. Article 15 provides for a "disabled person's handbook" in which all medical decisions are noted. In the case of children of less than fifteen this handbook is requested by the father or the headmaster. The prefecture designates a doctor, with the assent of the Local Council of Social Welfare, and the handbook is delivered if the doctor is satisfied that the subject's deficiency is one of those foreseen by the law.

312. The regulations applying the School Education Law stipulate (Article 73.6) that in primary schools and secondary (first cycle) classes for the blind and the deaf, the number of pupils may not exceed ten; for other deficiencies the class is limited to fifteen pupils, and this is the maximum also for classes at the latter stage of secondary schooling. Special sections in kindergartens may not exceed eight children.

313. Article 73 of the same regulations also sets out the details of the programmes to be followed in the elementary sections of schools for the blind, deaf and other handicapped. These programmes cover the Japanese language, social studies, arithmetic, sciences, music (with rhythmical courses for the deaf), drawing and handicrafts, domestic science, appropriate physical training, etc. Programmes for the first cycle of secondary schooling are divided into obligatory subjects (the Japanese language, social studies, mathematics, science, etc.) and optional subjects such as foreign languages, agriculture, industry, trade, fishing, domestic teaching, music and art, etc., which can be selected in the light of the abilities and future plans of each pupil, and of local conditions. Lastly, Annexes IV and V of the regulations set out an assortment of programmes intended for the second cycle of secondary education for the blind and the deaf. In addition to general educational subjects it includes vocational training openings such as cleaning, hairdressing, physiotherapy, dental laboratory techniques, the arts, etc.

314. The law for the encouragement of special school attendance (No. 144 of 1 June 1954) sets out a number of measures to lighten the burden of parents or of those in charge of handicapped pupils attending schools financially dependent upon prefectures, municipalities, towns and villages. Pupils in primary and secondary (first cycle) schools for the blind, deaf and other handicapped may have paid for them in whole or in part the costs of meals, transport, lodging, school supplies and outings. The same facilities are available for pupils in the second cycle of secondary school, excluding transport and school supplies but adding the cost of school-books. The State shares these costs with the prefectures in equal parts.

E. Teaching staff

315. Recruitment is governed by the Education Personnel Certification Law (No. 147 of 31 May 1949) which lays down, in Article 3, that teachers in special schools for the handicapped must hold, in addition to the general diploma corresponding to each teaching level, a special certificate for teaching the blind, deaf and other handicapped. Part-time teachers are not subject to this requirement.

316. In the absence of any particular provisions the appointment and remuneration of such staff is the same as for teachers in regular schools. Appointment is made by the district educational service which is responsible for the establishment concerned. Since 1953 the State meets half the cost of the salaries of teachers in municipal schools, the remaining half being met by district funds.

F. Social reintegration of the handicapped young

317. Reintegration is encouraged under the Law for the Welfare of Disabled Persons already quoted. Article 3 reads: "The State and local bodies shall make efforts to aid the rehabilitation of disabled persons and to give relief necessary for their rehabilitation. The people shall make efforts to co-operate with the disabled persons endeavouring to overcome their disabilities and to participate in social and economic activities".

KUWAIT

A. Main bases of special education

318. Although there is no reference to any legislative provision beyond the Compulsory Education Law No. 11 of 1965, the education of handicapped children has developed every year since 1955 and a special department to deal with the problem was created in 1965.
319. There is no indication of the level at which legislative measures are taken, but it is stated that special education is under the direction of the State.
320. The Ministry of Education has responsibility for the physically handicapped and for those mentally handicapped whose I.Q. lies at 45% or above; whereas those with a lower quotient fall under the responsibility of the Ministry of Social Affairs and Labour.
321. Under Article 4 of law no. 11 of 1965 as above, school attendance is compulsory for all children, the handicapped being directed towards schools or institutions specially created for their benefit.

B. Categories of beneficiaries of special education

322. There is no legislative text specifically defining the categories of handicapped children; but within the sphere of the Ministry of Education special education is designed for the following groups: the blind, the deaf, the mentally retarded with an I.Q. lying between 45 and 70%, and those affected by poliomyelitis. There should be added severe cases of mental retardation, which are the responsibility of the Ministry of Social Affairs.

C. Special classes and establishments

323. The various types of existing establishments correspond to the deficiencies enumerated in B. above, and may include boarding schools. The first special school was opened in 1955. An establishment for poliomyelitis cases was opened in 1963, and the report indicates that this institution is unique in the Arab world by reason of its advanced educational, medical and vocational facilities. It also operates infant classes. There are also vocational rehabilitation institutions for the blind and the mentally retarded, created in 1967 and 1968.
324. The creation, organization, control and financing of these establishments is governed at every stage by regulations issued by the two ministries responsible for special education, each legislating for the type of establishment for which it is responsible.

Private special education does not exist.

D. Operation of the special education system

325. There are no legislative provisions governing the identification and classification of children's deficiencies. Subjects are grouped by doctors in accordance with the degree of disability, the mentally handicapped being given standardized intelligence tests. In special schools, young pupils undergo primary schooling, which lasts four years; after this they proceed either to the intermediate stage - which exists since 1967 - or to an occupational rehabilitation course. Classes are limited to ten or twelve pupils.
326. In drawing up study programmes the Ministry endeavours to remain as close as possible to regular school programmes; for example the teaching of the blind follows a standard programme but is carried out in Braille. Nevertheless greater attention is paid to manual work appropriate to either boys or girls. At the poliomyelitis institute the pupils follow a standard programme simultaneously with their medical treatment. There is a technical workshop attached to this institute which manufactures appliances and artificial aids for the use of pupils.
327. The régime applied in these special establishments is that of full-time instruction. Meals are free, as well as transport and, where appropriate, board and lodging. In addition the

Ministry supplies books and school supplies, clothing and medical care to pupils gratis. A monthly allowance is paid from the primary stage onwards, if necessary up to university level. Young blind students entering the secondary stage of studies receive a free magnetophone, a Braille typewriter and equipment.

E. Teaching staff

328. There are no legislative provisions governing the training, recruitment or remuneration of teachers in special education. In practice they are required to hold, in addition to their regular teachers' diplomas, a certificate of specialized training in the teaching of the blind, deaf and retarded.

In addition to their normal salaries they receive a monthly bonus.

F. Social reintegration of the handicapped young

329. When cured or sufficiently improved in health, children return to regular school. There are no legislative provisions concerning their ultimate reintegration in society.

LEBANON

A. Main bases of special education

330. The legislation contains no provision regarding the special education of handicapped youth. Steps have, however, been taken by the State within the framework of the social services operated by the Office of Social Development.

B. Categories of beneficiaries of special education

331. The Government's reply does not indicate categories of handicapped children.

C. Special classes and establishments

332. The Office of Social Development, which is charged with the organization of special education, has entered into contracts with three private centres of boarding-school type specialized in the rehabilitation of the mentally backward between seven and fifteen years of age; and also with a daytime institute which gives supplementary teaching to children whose mental retardation, with its consequent psychological disturbances, are not too marked.

The Office provides these centres with technical and financial assistance and exercises direct control over their activities.

D. Operation of the special education system

333. Through the agency of the Office of Social Development the State has set up an identification and guidance clinic where the case of each child is studied by a psychologist, a psychiatrist and a specialized social assistant. In accordance with their diagnosis the child is placed either in a specialized medico-educational institution or in a mental home; it may also be left with its parents and receive medical treatment.

MADAGASCAR

A. Main bases of special education

334. It would not appear that Malagasy legislation contains any provisions bearing on the organization of special education. Legal structures have remained tacitly as they stood before independence, or in other terms identical with those of France in this field. Steps were taken by the Government

in 1962, however, in the form of an Order of the Minister of Justice dealing with the problems of young people in danger.

The Ministries concerned are those of Cultural Affairs, Health, Labour and Justice.

B. Categories of beneficiaries of special education

335. No classification is indicated in the reply, but the various deficiencies would appear to be listed in a general manner in the law of 2 August 1949 for the mentally handicapped and in that of 23 November 1957 for the motor handicapped.

C. Special classes and establishments

336. A law of 1909 supplemented by one of 6 January 1959 provides for the creation of establishments providing general and occupational training to maladjusted, motor-handicapped and mentally-backward children. They may be full-time or half-time boarding schools, and can be set up by the State, the department or a group of local councils. Under the same laws improvement classes may be attached to regular schools. The Ministry of Health operates two public institutions for the motor handicapped, one private school for sensory deficient, and will shortly open another institution for the mentally handicapped. There are also three establishments dealing with juvenile delinquents, two of them private.

D. Operation of the special education system

337. Little information is available under this heading, but the reply does mention a Public Assistance Law of 29 November 1953 concerning material and financial support by public authorities, and Article 117 of the Family and Social Assistance Code.

MEXICO

A. Main bases of special education

338. The basis of special education is found in the Organic Law of Public Education (date not given) at the following points: Chapter VIII, Article 59; Chapter XI, Article 81; Chapter XVI, Articles 103, 106, 107 and 108; Chapter XVIII, Article 118; and Chapter XIX, Article 123. The subject is developed in the Regulations concerning Special Education Establishments, which assure the application of the basic principles in the different fields involved.

All legislation originates at the national (Federal) level.

339. Questions relating to special education are dealt with by two ministerial departments: the Department of Public Education and the Department of Health and Social Assistance. Within the first is a Co-ordinating Bureau for Special Education which is kept informed of all activities relevant to such education, ensures co-ordination between the public and private bodies which provide it and supervise; the programmes of establishments answerable to the Department of Health. The Bureau is also responsible for establishments for the mentally handicapped, while the Department of Health has jurisdiction over schools for sensory deficient, various types of diminished persons, alcoholics, etc. Juvenile delinquency, on the other hand, falls under the Department of the Interior.

340. Article 59 of Chapter VIII of the Organic Law of Public Education stipulates that primary education shall be available to all children aged from six to fourteen years, excepting the mentally retarded, the sick, the abnormal and children requiring individual treatment, all of which must be given special education meeting the same objectives as primary education. Chapter XVI of the same law, in Article 106, states that special education shall be limited to the shortest period needed to bring pupils back to normal standards, upon which they shall be readmitted to regular establishments.

B. Categories of beneficiaries of special education

341. Article 81-B of Chapter XI of the Organic Law provides for the education, treatment and medical care of the educable diminished and mentally retarded, the blind, deaf-mutes and other physically-handicapped young, and also for the education of delinquents. Other clauses mention children deficient in hearing, sight or speech, or of abnormal bearing; alcoholics; children suffering from abnormal growth symptoms or neuro-muscular disturbance; those affected by multiple deficiencies, etc. There does not, however, appear to be a single constant classification.

C. Special classes and establishments

342. From the legal point of view, the Regulations concerning Special Education Establishments already mentioned classify (Chapter II, Article 1) these establishments into Federal schools, mixed Federal schools, State schools, mixed State schools, municipal schools and authorized or subsidized private schools. From the point of view of their purpose, the Regulations (Article 5) enumerate types of institutions for the mentally handicapped requiring a base, e.g. boarding schools, kindergartens, homes, subsidized centres, etc.; the object being that all children or young people who are still partly educable shall have schools, training centres, assisted homes, protected workshops, clubs, etc., at their disposal. Those fully educable are directed to special education institutions, special schools and sections, training centres for adolescents, protected workshops, and receive labour grants.

Chapter II, Article 18 of the law provides that establishments for the mentally handicapped shall be staffed by technicians (a doctor, a psychologist, a social assistant, etc.). For the blind, deaf and hard-of-hearing the law stipulates infant schools, kindergartens, special primary education establishments, special sections, rehabilitation and work centres and labour grants. Children suffering from abnormal growth symptoms or neuro-muscular disturbance are to benefit from orthopaedic clinics and rehabilitation courses. Specialized institutions are to be created for children stricken by multiple deficiencies or abnormal bearing. The Regulations add (in Chapter II, Article 17) to these various types of establishment holiday camps, social and recreational clubs, and associations for family exchanges and pooled facilities; Article 20 also provides for collective groups of educable physically or mentally handicapped subjects which are to operate within the primary schools, under the management of the Co-ordinating Bureau and under specialized teachers. The report also mentions the existence of experimental and demonstration pilot classes.

343. The Federal Government, the states and the municipalities provide the finances of the public establishments in accordance with their responsibilities (as above, Article 21). Mixed establishments draw their resources from both the Federal and the State budgets, or from the State and local budgets.

344. Approved private establishments fall under the authority and control of the Department of Public Education, which gives financial assistance to those intended for the semi-educable mentally handicapped (as above, Article 27). These establishments charge entrance and teaching fees which are met either by the parents or by grants or contributions from voluntary organizations. Special regulations are to be issued regarding the management of these establishments.

D. Operation of the special education system

345. Identification is in the hands of specialized psychiatrists who employ the tests described in Chapter III, Articles 60 and 61 of the above Regulations to make a diagnosis and guide the child towards the teaching institution appropriate to his case. Social assistants ensure liaison between the identification service and the child's parents, maintain records and make inquiries regarding the family's conditions of life.

346. Admission to the selected institution follows upon these various steps. The size of classes is determined empirically, but a maximum of twenty-five is imposed for the mentally retarded and of twenty for delinquent minors.

347. Study programmes, teaching methods and the choice of primers, etc., are matters for the Co-ordinating Bureau for Special Education in agreement with the General Directorate of Higher Education and Scientific Research.

348. Current legislation makes no special provision to encourage school attendance by the handicapped young.

E. Teaching staff

349. Little information is provided, but the Law of Public Education does stipulate (Chapter XI, Article 81) that teachers must have at least two years' experience before entering a specialized teacher-training college. They have the same rights and duties as regular Federal staff.

F. Social reintegration of the handicapped young

350. This question is currently under study. It may however be recalled that the Regulations concerning Special Education Establishments, in Article 8, make provision for work-grants for young persons having acquired some professional training.

FEDERATION OF NIGERIA

A. Main bases of special education

351. Responsibility for special education lies with the individual states. Their several legislations on education contain provisions for pupils requiring special treatment, e.g. the Lagos Education Act of 1957 (Article 61g), the Northern Nigeria Education Law of 1964 (Section 3, paragraph 3) and the Western Region Law (Section 88/2) all call for the organization of special education for children suffering from a number of handicaps.

352. Three ministries are responsible for special education: the Ministry of Health has charge of medical care and treatment, the Ministry of Education provides instruction, and the Ministry of Labour, jointly with the former, provides vocational rehabilitation.

353. Education of handicapped children is not for the moment compulsory, but it will become so upon the introduction of general compulsory education throughout the Federation.

B. Categories of beneficiaries of special education

354. The Western Region Education Law, in Section 88/1, lays down that the Ministry may issue regulations defining the various categories of pupils of primary school age who require special education. Administratively a special educational régime, together with medical treatment, is prescribed for the following categories in some states of the Federation: the blind, the deaf and the motor handicapped.

C. Special classes and establishments

355. The Lagos Education Law of 1957 (Rule 24 of the regulations concerning subsidies) and those of the Western and Northern Regions provide for the creation by the Ministry of Education of special schools for handicapped children. In this way, although there are no particular legislative provisions regarding special establishments, the education laws are applied with discernment and the necessary administrative measures are taken. The Western Region law stipulates that seriously-affected children must, in so far as possible, be brought up in special schools, while the more lightly affected may be educated within the framework of the regular school.

356. The same Rule 24 of the Lagos legislation declares that a school or class giving special education to physically or mentally handicapped children may be recognized as such by the Minister.

D. Operation of the special education system

357. There are no legal provisions concerning identification of deficiencies. In Lagos, however, discussions have opened concerning methods of identification and diagnosis, the operation of

a guidance centre which is already in existence, forms of treatment, questions of transport, of school equipment, of day-schools and boarding schools, of special techniques and programmes, and of laws and regulations.

358. Generally speaking subsidies are provided for all pupils in regular schools, in particular to meet costs of medical care, meals, transport, etc. Primary education is free in most of the states of the Federation.

E. Teaching staff

359. In accordance with a decision of the Joint Consultative Committee on Education, teachers in special schools must, in addition to general teaching qualifications, give evidence of having been trained for teaching the handicapped. They receive additional remuneration.

F. Social reintegration of the handicapped young

360. The reply indicates that there are no legislative provisions regarding the reintegration of the handicapped young into society.

NETHERLANDS

A. Main bases of special education

361. The first legal recognition of special education is contained in the Primary Education Act of 1920. This was followed by a decree of 1949 on special primary education and another in 1967, both based on the 1920 Act.

362. Provisions concerning special education are drawn up by the only legislative services competent to bring about action at the national level.

363. Special education is the responsibility of the Ministry of Education and Sciences, which shoulders the costs. The Ministries of Social Affairs and Public Health, and of Cultural Affairs, Recreation and Social Service also have competence and meet the costs of a medical or social character which, for certain pupils, determine attendance at special schools (e.g. costs of hospitalization, of rehabilitation centres or of boarding school).

364. Under the Compulsory Education Act (date not given) all children, including the handicapped, must attend school for a period of eight years. The sole exception allowed is for children incapable of being educated. The young handicapped are not compelled to attend special schools, but this is the solution followed by those who have difficulty in profiting from regular primary education.

B. Categories of beneficiaries of special education

365. The decree of 1967 on special education already mentioned lists categories of children physically or mentally handicapped, but does not provide precise descriptions. The Government's reply nevertheless names the following deficiencies in connexion with an enumeration of schools catering for them: the deaf and the mute; the deficient in sight; the blind; the deficient in hearing; the physically diminished; convalescents; the frail; epileptics; the mentally diminished; the maladjusted; children placed in paedological institutions; and children unable to read with understanding.

C. Special classes and establishments

366. The above-mentioned decrees enumerate many types of establishments that receive handicapped children. They are all separate institutions; there are no special classes attached to regular primary schools, but there are special secondary as well as primary schools. Since 1967, there are also educational possibilities for very young children in special institutions.

367. Vocational training and readaptation centres are under the responsibility of the Ministry of Social Affairs and Public Health. Protected workshops are available for the seriously handicapped over eighteen years of age.

368. The decree of 1967 deals with the organization of special, public and subsidized schools. Education being free, any public or private body can set up a special school as it sees fit, subject only to certain conditions regarding safety, sanitation, qualifications of the teaching staff and study programmes. If the school attracts the required minimum number of pupils the State, which in the matter of subsidies does not differentiate between public and private teaching, will bear the cost of salaries and also of running costs calculated on a fixed sum per pupil. The remaining costs are met by the municipality. Supervision of these establishments is assured by the Inspector-General of Special Primary Education.

D. Operation of the special education system

369. There are no legislative provisions concerning the identification of the handicapped young. In practice, various services and institutions seek to detect deficiencies in children, not excluding the very young, on behalf of whom experts assist parents in taking steps within the home to minimize the effects of the deficiency.

370. Admission to a special school follows the decision of an expert commission (doctor, specialized teacher, etc.). Requests for admission are usually made by the parents, since admission to these schools is not obligatory. Admission to vocational training or rehabilitation establishments lies within the competence of the Ministry of Social Affairs and Public Health.

371. The decree of 1967 already quoted contains, in a chapter concerned with the grant of subsidies, some regulations regarding the number of pupils allowed in each class. The maximum is left to each school to determine, subject to the assent of the Inspector-General.

372. There are no provisions regarding study programmes. The main object is to provide the type of education best adapted to the individual case.

373. Although there is no legislation providing special assistance to the young handicapped in fulfilling their school obligation, liberal use is made of the general provisions for assistance to needy families in regard to transport and school meals. Fees for treatment in hospitals, rehabilitation centres or boarding schools are a charge upon the parents but can be refunded by social insurance or by the competent ministerial services for public health or social assistance. As the law considers special primary education as included in general primary education, books and school supplies are provided free of charge.

E. Teaching staff

374. There is no mention of institutions for training teachers intending to work in special schools. Recruitment normally is made from among the teaching staff in regular schools, but candidates must be qualified up to the level of primary school headmaster and also have experience in physical training and handicrafts. University graduates and teaching priests may also be recruited as teachers or masters of special schools. Remuneration is at the same level as in regular schools, but there is a supplementary allowance and for certain qualifications an additional bonus.

F. Social reintegration of the handicapped young

375. The Ministry of Social Affairs and Public Health is competent in this field. The only legislative provisions reported deal with protected workshops and the payment of special grants, but there is evidence of a developing system of assistance to the young in the form of socio-educational action on behalf of the mentally handicapped, those weak in sight or hearing and other physically-diminished persons.

POLAND

A. Main bases of special education

376. A number of legislative steps have been taken to organize special education. The basic text is the law of 15 July 1961 concerning the development of the educational system, Article 20 of which is concerned with the training of the handicapped. Decrees of 22 September 1961, 20 July 1962, 25 May 1964, 19 May 1966 (Annexes 1 and 2) and 9 May 1968 provide a structure for special education for several categories of handicapped persons and lay down a pattern for specialized establishments. They are completed by a number of orders and regulations which will be examined in the context of their purposes.

377. All legislative action is taken at the national level. In drafting laws, the Ministry of Instruction and Higher Education consults such bodies as the Committee on Labour and Salaries, the Central Trade Union Council, the Union of Polish Teachers and the Ministry of Finance. After the adoption of these legislative measures local educational authorities may issue regulations with a view to their application.

378. Under the basic law of 1961 the Ministry of Instruction and Higher Education is responsible for the training of the handicapped young. A decree of 13 September 1962 indicates what schools may operate outside this jurisdiction and in particular entrusts the Ministry of Health and Social Welfare with the organization of the vocational training of handicapped persons over sixteen years of age who have been certified as of diminished health.

379. A decree of 23 March 1956 stipulates (Article 4) that compulsory schooling applies to children incapable of attending regular primary school and that they must attend class in special establishments where they will receive general and vocational training up to the age of eighteen years.

B. Categories of beneficiaries of special education

380. A decree of 31 October 1962 defines as follows (paragraph 1) the categories of handicapped to be cared for: the blind and the deficient in sight; the deaf and those whose hearing is affected; invalids and the chronically sick; the mentally retarded; and children in a state of moral abandonment.

C. Special classes and establishments

381. At the pre-school level there are special infant schools the structure of which is laid down in a decree of 9 May 1968. Another decree of 19 May 1966 governs the structure of special primary schools. Special primary classes are also foreseen for the mentally retarded (decree of 22 September 1961) and for children with visual or auditory defects (decree of 25 May 1964). At the secondary level there are special colleges giving general education. A ministerial decision of 17 September 1962 sets up for certain categories of handicapped children individual instruction at their homes, but the detailed execution of this decision has still to be worked out. Teaching provided in curative establishments (preventoria, sanatoria and hospitals) is governed by a decree of 18 March 1963, while that given in regional educational sanatoria falls under the order of 18 April 1958 and the decree of 24 February 1968.

382. Vocational training is provided in technical schools, in occupational training colleges (decree of 26 May 1962) and in some classes attached to special primary schools (decree of 20 July 1962).

383. The creation, organization, functioning, inspection and financing of these establishments are governed by articles 4, 20, 35 and 38 of the law of 15 July 1961 for State schools and by the decree of 26 February 1965 for other establishments.

384. There are no private schools for the handicapped young, but the decree of 26 February 1965 already cited regulates the functioning of establishments other than State schools, the Minister of Education being responsible for authorizing their creation. An example is the Laski institution, which is managed by the Polish Association for the Blind and which has an infant school,

several primary schools and a vocational training department; other examples are the forty-eight establishments for the mentally retarded operated by the Caritas Association, whose schools are answerable to the State.

D. Operation of the special education system

385. The procedure for identification is based on several series of observations, psychological, medical and sociological tests, which become compulsory for all children suspected of inability to undergo normal instruction. The legislation on this point consists in a succession of texts marking a steady refinement in methods. A decree of 29 February 1960, with Annex, set up regional selection commissions dealing with children handicapped in sight or speech. A decree of 31 October 1962 laid down principles and procedures for the identification of inability to follow regular schooling, and another of 19 July 1963 dealt with identification centres for the mentally retarded. A group of directives published on 15 May 1964 and addressed to all primary schools, to the education sections of the presidia of People's Councils and to regional school sanatoria, was concerned with the pre-selection of backward children and the conditions under which they could be admitted to special schools, classes or establishments. A decree of 1 August 1964, with Annex, regulates the functioning of the district commissions which assess the qualifications of children being considered for placing in appropriate establishments for education and social support. Finally the Ministry of Education has recently (21 September 1968) organized educational and vocational consulting centres the task of which is to assist teachers in identifying the causes of poor scholastic results, to guide parents concerning the education and aptitudes of their children and to submit the latter to psychological tests to determine their suitability for the professions chosen.

386. The principles and procedures for the guidance and admission of children to special classes or establishments are all contained in the various texts listed above, action resting upon the decisions of the identification authorities. Limits to the number of pupils per class are laid down in a variety of texts relating to different types of special education institutions.

387. Study programmes are the subject of a number of decrees issued by the Ministry of Education; decree of 22 September 1961 concerning special classes for the mentally retarded attached to regular primary schools, and decree of 25 May 1964 for the handicapped in sight or hearing. The effect of this legislation is that the study programmes followed in these special classes, for these two categories of handicapped, are identical with those followed in special schools for the same two categories. The statutes of the special infant school prescribe that the programme applied in infant schools for normal children shall be adapted for the handicapped young, except only in the case of the deaf and the mentally retarded, who are to have a special programme.

388. In primary special schools for the blind and sight-deficient, the chronically sick, cripples and children morally abandoned, the decree of 19 July 1965 specifies the regular school programme, with due regard to the particular character of those schools. A decree of 18 July 1967 deals with the study programmes in schools for the mentally retarded also suffering from deficiencies of sight or hearing; here the programmes are those used in special schools for the deaf or the mentally retarded, adapted as appropriate. Special schools for the educationally backward, under a decree of 20 July 1962, provide occupational training and use the programmes of special primary schools and special vocational training schools adapted as recommended by the competent educational councils acting on proposals made by the teachers.

389. Programmes in special vocational training schools and colleges of general education are as prescribed in Section IV of the regulations of 21 April 1967 concerning special schools and establishments. These schools cater for cripples, the chronically sick, the blind, children morally abandoned, etc., and follow the same programmes as used in vocational training schools for youths incapable of sustained work. In the case of the deaf and mentally retarded, the programmes followed are those of a practical nature used in the same training schools, the general and vocational training being adapted to the learning capacity of the pupils. In special vocational training schools and colleges of general education the programmes used are identical with those applied in similar establishments for normal young people.

390. The most strongly-recommended teaching methods are those which develop ability to think and the awakening in pupils of a positive attitude based on belief in their own capacity to build up a self-standing life for themselves.

UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND

I. ENGLAND AND WALES

A. Main bases of special education

410. The legislative system is based on the Education Act of 1944, as amended by the second schedule to the Mental Health Act of 1959 (Sections 9 (5), 33, 34, 38 and 57) which lays down the general principles of the education of handicapped children.
411. If the degree of mental deficiency of the child places it outside the competence of the school it falls under the provisions of the Mental Health Act. Various sets of regulations, of which the most important are the Handicapped Pupils and Special Schools Regulations of 1959, as amended in 1962 and 1966, will be quoted in the following pages.
412. All legislation is adopted at the national level. The Department of Education and Science, after consulting local and private bodies, prepares drafts which, if voted by Parliament, become law.
413. Under the Education Act the Department of Education and Science is responsible for the education of handicapped children. The Ministry of Health has charge of mental deficients too severely affected to undergo teaching at school. Under the Disabled Persons (Employment) Act of 1944 the Department of Employment and Productivity has charge of the training and rehabilitation of the handicapped young. A circular No. 68 of 12 November 1945 draws the dividing line between the responsibilities of the Department of Education and Science and those of the Department of Employment and Productivity.
414. Education of handicapped children capable of receiving instruction is compulsory between the ages of five and sixteen (Education Act, Sections 35 and 38 (1)).

B. Categories of beneficiaries of special education

415. The various categories of handicapped children are defined as follows in the Handicapped Pupils and Special Schools Regulations of 1959, as amended in 1962; blind, partially sighted, deaf, partially hearing, educationally sub-normal, epileptic, maladjusted, physically handicapped, speech defect, delicate (regulation 4).

C. Special classes and establishments

416. No details are given concerning the various existing types of establishments. The following texts, however, provide definitions and govern their creation and operation: the Education Act of 1944, Sections 9 (5) and 33, together with Schedule III; the Handicapped Pupils and Special Schools Regulations of 1959, as amended in 1962 and 1966; the Special Schools and Establishments (Grants) Regulations of 1959, as amended in 1964, regulation 16.
417. It is apparent from the various provisions examined that the handicapped young receive education at the infant, primary and secondary levels.
418. As regards vocational training, which is given as far as possible simultaneously with general education, a circular (No. 68 of 12 November 1945) issued by the Department of Education and Science in conjunction with the Ministry of Labour and National Service deals with the special technical training of the blind, the physically handicapped, the deaf, the partially hearing and epileptics from the age of sixteen onwards.
419. In addition to public institutions there are many independent or private establishments which may receive recognition from the State at their request and on presentation of the necessary safeguards. Under a circular of 27 March 1961, however, local school authorities may only authorize special educational training within private or independent schools if these have been recognized as efficient by the Secretary of State for Education.

D. Operation of the special education system

420. Under Section 34 of the Education Act of 1944 school authorities must identify children who require special education and may compel parents, as soon as a child has reached the age of two, to let it undergo a medical examination. If the school authorities, having heard medical and educational advice, decide that the child must receive special training, they will take the necessary steps unless the parents themselves proceed to the measures required to provide such training.
421. Regulation 9 of the Handicapped Pupils and Special Schools Regulations of 1959 sets limits to the number of children who may attend various types of special education classes.
422. Study programmes, teaching methods and teaching materials are not dealt with in the legislative provisions but are left to the competence of the various bodies operating the schools. Nevertheless, regulation 6 of the Regulations just mentioned prescribes that every school must provide the type of education that will suit the handicapped young.
423. The assistance granted to pupils in special schools is specified in the Education Act of 1944 and its amendments of 1948 and 1953. Thus the local school authorities may meet transport costs in whole or in part (Section 55). School-books are provided free of charge in State schools (Section 8-1) and frequently in other schools (Sections 33-2 and 81.b). Sections 49 and 78-2 of the same law make provision for free meals and milk (with an exception since 1968 concerning the supply of free milk to pupils elsewhere than in primary and special schools - this matter is also dealt with in various regulations). Board and lodging is free in special schools run by the State (Section 6-1) and in any other establishment in which the child has been placed by the educational authorities; if placed there by its parents, the latter may be reimbursed part of the costs (Section 81.b). Medical expenses are met by the authorities in schools under their management (Section 48) and may be met in part for pupils in independent schools which have been authorized to provide medical care (Section 78).

E. Teaching staff

424. The training of specialized teaching staff is based upon the Training of Teachers Regulations of 1967 and on a series of circulars (3/52, 2/62, 13/65 and 7/68) which set out the different qualifications required for giving instruction to blind, deaf and partially-hearing children. Appointment of teachers is governed by the Handicapped Pupils and Special Schools Regulations of 1959 (regulations 15-17) and by the Schools Regulations of 1959 as amended in 1964, 1965 and 1966 (regulations 16-18).
425. The remuneration of teachers is regulated by the Secretary of State for Education in accordance with the "Scales of Salaries for Teachers in Primary and Secondary Schools" of 1967. Qualified teachers working in special schools receive the same salaries as their colleagues in primary and secondary schools, at the various levels, together with a bonus of £130. There are additional allowances for extra responsibilities.

F. Social reintegration of the handicapped young

426. There are no legislative provisions bearing on social reintegration, which is left to the initiative of the specialists - teachers, doctors, social assistants, health visitors and voluntary workers. Nevertheless under the provisions of the Circular on the special technical training of handicapped persons already cited (No. 68 of 12 November 1945), the handicapped young are trained for employment in industry or in protected workshops. The Department of Employment and Productivity, under the Education Act of 1944, can offer assistance in the labour field.

II. SCOTLAND

A. Main bases of special education

427. The Education (Scotland) Act, in its latest version dating from 1962, sets out in Section 5 the principle of specialized training for children suffering from physical or mental deficiencies.

The Special Educational Treatment (Scotland) Regulations of 1954 list several categories of children to which the law applies. Finally the Schools (Scotland) Code has a number of provisions concerning special schools.

The legislation covers Scotland as a whole.

428. The Scottish Department of Education is responsible for all aspects of special education relating to children of school age.

429. Teaching of handicapped children is compulsory under the 1962 Education Act between the ages of five and fifteen. This may be prolonged to sixteen years for children attending a special school (Section 32 (4)). Sections 38, 40, 41 and 64 of this Act are also concerned with the handicapped. Regulations of 1954 further lay down the principle that special education for deficient children is compulsory (Section 3).

B. Categories of beneficiaries of special education

430. The same regulations in Section 2 classify deficient children into the following categories: deaf; partially deaf; blind; partially sighted; mentally handicapped; epileptic; speech defects; maladjusted; physically handicapped.

C. Special classes and establishments

431. The 1954 Regulations on special education provide in Section 3 that the deaf and blind not affected mentally shall receive instruction in special schools for the deaf and the blind. Other categories of handicapped shall be taught either in special schools, or in regular schools in which arrangements will be made for their training, or in hospital or at home. In addition, the Schools (Scotland) Code of 1956 lists in Section 24 the types of establishment fitted to care for handicapped children, namely: special schools and classes, child guidance clinics providing an educational psychologist and a psychiatrist, and occupational centres.

432. Private establishments may be declared entitled to receive State subventions under the Residential Special Schools and Orphanages Grants Regulations of 1948.

D. Operation of the special education system

433. Identification is carried out by means of medical examinations, usually on the initiative of the school authorities, whose task it is to detect children requiring special educational treatment and those whose mental disability renders them incapable of benefiting from regular education (Section 63 of the Act). The law also lays down a procedure (Sections 64 and 65) which school and medical authorities must follow in close contact with the parents, under which a child may be recognized as handicapped and placed either in a specialized school or in an establishment for medical treatment where continuous supervision and guidance will be available through co-operation between school and medical authorities. Some research has been carried out under the aegis of the Department of Education into degrees of mental incapacity (1961), of psychotic disturbance (1964) and of defects of hearing (1967), but these have not yet found their way into the legislative structure.

434. The Schools Code, in Section 15, lays down for the nine categories of handicapped the maximum number of pupils to be admitted to a class: from ten for the deaf and partially deaf, up to twenty-five for the physically handicapped.

435. Legislation does not provide for standard study programmes in special schools.

436. There are provisions for assisting the handicapped in carrying out their schooling obligations but these are not detailed in the reply.

E. Teaching staff

437. The Teachers (Education, Training and Certification) Regulations of 1965 stipulate that teachers in special education must hold the diplomas required in general primary and

secondary education. The Schools Code, in Section 7, goes on to require that these teachers must in addition be qualified for this type of teaching at either level and that they can acquire such qualification by following special training courses.

Appointments are in the hands of the school authorities and salary scales, as of 1968, included allowances over basic salaries of from £60 to £120, according to the nature of the special duties undertaken.

F. Social reintegration of the handicapped young

438. After the age of sixteen, the handicapped fall under the responsibility of the Department of Employment and Productivity, or in certain cases under that of the local health authorities.

III. NORTHERN IRELAND

A. Main bases of special education

439. The Education Act of 1947 declares (Section 5 (2)) the need to set up special instruction for the benefit of mentally or physically deficient children. The principal features are laid down in Sections 29, 30, 31, 32, 36 (1) and 52, and also in the Handicapped Pupils and Special Schools Regulations of 1 August 1957, as amended in 1962.
440. The Health Services Acts of 1948 and 1967 and the Mental Health Act of 1961 provide for the hospitalization and treatment of gravely-stricken children.
441. The Ministry of Education is responsible for all services aimed at the instruction of handicapped children considered as fit to benefit from regular education. The Ministry of Health and Social Services has jurisdiction over special training and occupational centres for children unfit for regular education. Young people who, on completion of their schooling, still require treatment also come under the Ministry of Health.
442. The Education Act imposes school attendance upon all children from five to fifteen years of age, but Section 36 (1) states that children attending a special school are regarded as under compulsion up to the age of sixteen.

B. Categories of beneficiaries of special education

443. The Regulations of 1957, as amended in 1962, and in pursuance of Section 29 of the Education Act, provide the following definitions of the various categories of handicapped: blind, partially sighted, deaf, partially hearing, educationally sub-normal, epileptic, maladjusted, physically handicapped, speech defect, delicate. The mentally defective, who fall under the Mental Health Act already cited, can be added to this list.

C. Special classes and establishments

444. In accordance with Sections 5 and 30 of the Education Act local school authorities have the duty of providing education for the handicapped either in primary or secondary special schools or through special arrangements. Under the provisions of the law and of the Regulations of 1957-1962 special schools - some of them boarding schools - are intended for the more seriously afflicted, in particular of hearing or sight, and for severe cases of educational retardation. There are altogether twenty-two special schools, of which seventeen are managed by local school authorities, who are under obligation to provide sufficient school accommodation of this type, either individually or by combining together or with private organizations. For the less seriously afflicted there are special classes and units attached to regular primary and secondary schools.
445. In the case of the educationally backward and hard-of-hearing the local authorities may appoint peripatetic teachers who, under the direction of the school psychology service, instruct pupils either individually or in small groups; these teachers also advise those in continuous charge of classes and the parents of pre-school age handicapped children.

446. Pursuant to the Health Services Acts of 1948 and 1967 and the Mental Health Act of 1961 the Ministry of Health organizes special services for the handicapped in the shape of hospitals and specialist centres which are placed under the supervision of the hospital administration. The Ministry also sets up training centres, workshops, etc., for the mentally handicapped and places them in the charge of Special Care Management Committees.

447. There are no specific legislative provisions regarding private special schools. If they cater for more than five children of school age, however, they fall under the provisions of the Education Act which provide for the registration and inspection of independent schools.

448. Special education is financed in part by the national Treasury on demand from the competent Minister and in part by the yield of taxes levied by local authorities. Private institutions engaged in special education may receive subventions but draw their resources mainly from the private bodies which set them up.

D. Operation of the special education system

449. Section 30 of the Education Act of 1947 provides for the identification of handicapped children. It lays down that local school authorities may demand that children from two years of age onwards undergo examination by an approved medical consultant. A procedure is set out concerning time-limits and contacts between the school and medical authorities on the one hand, and the parents on the other, at the close of which a decision is reached regarding the appropriate form of training required. The parents have a right of appeal to the Minister. The school authorities are under obligation to provide the type of educational treatment corresponding to the deficiency category to which the child belongs.

450. Under the Mental Health Act there have been set up a number of vocational training centres for those handicapped who, while requiring treatment, do not need hospital care. The staff of these centres, the social assistant or the school authorities will then keep watch and report any cases calling for special treatment to the Child Welfare Committee.

451. The Regulations of 1957-1962 set limits upon the number of pupils who may attend special classes in accordance with the nature of the deficiency involved. These limits range from ten for hearing and speech defectives to fifteen for the partially sighted and the maladjusted, to twenty for the educationally sub-normal, epileptics and physically handicapped and to thirty for delicate children.

452. Study programmes, time-tables and teaching methods in special schools and classes are governed by the nature of the deficiencies from which pupils suffer. Schools may provide physiotherapy, pronunciation tuition, medical treatment and other services according to need.

453. The local school authorities for the district in which the handicapped child resides meet the costs of teaching, meals, books, transport, and lodging where necessary. Medical care is provided by the school health service operated by the Ministry of Health.

E. Teaching staff

454. The Regulations of 1957-1962 set out the conditions of work of teachers in special schools. They must first hold the diplomas required of corresponding grades in regular schools. For teaching the blind, the deaf and hard-of-hearing they must in addition hold a special diploma recognized by the Ministry; no additional diplomas are necessary if they are to teach other categories of handicapped, but teachers are expected to attend one-year full-time improvement courses at universities or colleges of education to gain further qualifications.

Higher remuneration is normally payable for additional qualifications. Special school staff in any event receive a special allowance of £130 per annum.

F. Social reintegration of the handicapped young

455. Sections 8 and 10 of the Mental Health Act, 1961, provide for the care and training of the mentally handicapped either in hospital or in the community, depending on the extent of the

handicap. The object of community care, given within the family as far as possible, is to prevent the isolation of the subject and to reintegrate those who have been in hospital into the community.

456. Patients may be admitted to training centres and workshops from which they can proceed to industrial employment. The Employment Advisory Service intervenes at this point with the object of finding employment for those who are capable of holding jobs. Younger patients who improve after training may be referred back to the local education authorities under the Acts.

SWEDEN

A. Main bases of special education

457. In the Education Act of 1962 (No. 319, amended in 1965 in No. 247) the Swedish Parliament reformed the educational system. Special education is provided for in Sections 2a, 6, 23 and 24 of the Act for certain categories of handicapped children. Provisions are also made in the General School Statute of 1962 (No. 439, Chapter V, paragraphs 42-50 and Chapter XI, paragraphs 28-29) and further developed in the Special School Statute No. 478 of 1965.

The application of these legislative provisions is effected through regulations issued by the National Board of Education.

458. Legislation is passed at the national level and is enforced, according to subject-matter, either by the State (special schools for handicapped in sight or hearing), or by County Councils (schools for the mentally retarded and boarding schools for the motor handicapped) or again by municipalities (special teaching within regular schools).

459. The Ministry of Education, through the National Board of Education, is responsible for all special education within the general education system (Education Act, paragraph 5) and for schools operating under the Special School Statute (paragraph 8). It is jointly responsible with the Ministry of Social Welfare and Health for special schools for the mentally retarded (Law No. 940 of 1967, paragraph 13) and for boarding schools for the motor handicapped (Law No. 136 of 1965, paragraph 6).

460. The Education Act of 1962 lays down in paragraph 30 the principle of compulsory education for all children between the ages of seven and sixteen years. The upper limit may be prolonged to seventeen years for deficient in sight, hearing or speech who are unable to follow regular teaching. Paragraph 32 also permits postponement by one year of the start of school attendance if the child has not reached the required degree of maturity, but such postponement cannot be further extended, and if the mental capacity of the child still does not allow of its admission to regular schooling it must enter a special school at the age of seven (Law No. 940 of 1967) and remain there for as long as it is in need of instruction until the age of twenty-one, or in some cases twenty-three, years.

B. Categories of beneficiaries of special education

461. In the course of an inquiry into the problem of handicapped children the Government arrived at the following definition: "A handicapped person is one who, for physical or psychological reasons, encounters major difficulties in daily existence". The Education Act of 1962 contains a first catalogue of various deficiencies and the General School Statute of the same year, dealing with attendance at special classes attached to comprehensive schools, provides the following enumeration: "slow learners, hearing impaired, partially sighted, motor handicapped, reading and writing disorders, retarded maturity, open air (health)".

In addition, special regulations issued by the National Board of Education in 1966 and 1968 mention schools for the sight handicapped, the hearing handicapped, the speech handicapped and the mentally retarded.

C. Special classes and establishments

462. The education of the handicapped young is based on the principle of the pupil's participation in the collective life of the school and of his retention among normal children (Education Act, paragraph 24). To this end there has been created within regular municipal schools and alongside normal classes a system of special courses and classes corresponding to the deficiencies listed above (General School Statute of 1962, Chapter 5, paragraphs 42-45 and Chapter 11, paragraphs 28-29).

The same Statute also contains provisions relating to secondary (Gymnasium) education.

463. For the more seriously-affected children (hearing, sight or speech deficiencies, children with multiple handicaps, motor handicapped and mentally retarded cases) there are special schools of the boarding type, also providing medical care. In boarding schools for the motor handicapped teaching is provided at the nearest regular school (Law No. 136 of 1965). Institutions for the mentally retarded provide training for children able to receive it and may include sections giving vocational training (Law No. 970 of 1967 and Statute No. 146 of 1968).

464. Vocational training is included in the study programmes of special schools, while professional re-education falls under the responsibility of the National Council for the Labour Market, acting in conjunction with the National Board of Education.

465. All the activities described above are under the supervision of the National Board of Education and, within each region, of County Boards of Education. Special classes within regular schools are under the management of Municipal School Boards. Special schools for the handicapped in sight or hearing, and for the mentally retarded, are under the control of special boards at the local level. Schools for the mentally retarded may, however, arrange for inspection to be carried out by the Municipal School Board competent for their district.

466. Special teaching given within regular schools is financed by the municipality, which receives subventions from the State. Special schools for the handicapped in sight, hearing or speech are wholly financed by the State, and institutions for the mentally retarded are financed by the County Councils, which also receive subventions from the State.

D. Operation of the special education system

467. In the less-serious cases the decision to assign a pupil to special courses or classes within a regular school is taken after a series of scrutinies of the case, including a medical examination, conducted under the control of the headmaster. Should the parents dissent from this decision, they may refer the case to the local School Board (General School Statute of 1962, Chapter V, paragraph 42).

468. In the case of the handicapped in sight, hearing or speech admission of a pupil to a special school is as a rule decided upon by the competent School Board (Special School Statute of 1965, paragraphs 10 and 12). For most mentally handicapped, admission to a suitable institution is decided upon by a special board set up to deal with this category. If there is objection on the part of the parents the case is referred to a Decisions Committee, of which there is one in each county (Law No. 940 of 1967, paragraph 27).

469. In special classes within regular schools the maximum number of pupils allowed varies with the deficiency being cared for (General School Statute, Chapter V, paragraph 43): eight for the hard-of-hearing, ten for the defective in sight, twelve for the motor handicapped, fourteen for those with reading and writing disorders, fifteen for retarded maturity cases and twenty for open-air classes. In special schools groups are organized not exceeding six or seven pupils, according to their deficiencies. For the mentally retarded the maximum limit is set under a special Regulation of the National Board of Education, issued in 1968.

470. The legislation provides a framework within which each sector of education is organized. The National Board of Education prepares and issues programmes, and gives directives concerning teaching methods and materials. At the present time there are study programmes for the blind, the deaf and the mentally retarded at various levels, from the educable to the seriously affected.

471. All children obligated to compulsory education are entitled to free transport and free books, etc. Additional facilities provided for by law are granted by the State to handicapped children, e.g. personal allowances, technical equipment, etc.

E. Teaching staff

472. The special courses available in the three existing Teacher-training Colleges (Teacher-training Statute, No. 318 of 1968) provide teachers with at least three years' practical experience an opportunity to acquire specialization. These courses fall into three groups: (a) for teachers of the mentally retarded, also learners and motor handicapped, together with multiple-handicapped children; (b) for teachers of the blind and partially sighted, the deaf and hard-of-hearing and the deficient in speech; and (c) for teachers in infant schools available to the sick and mentally retarded. The courses last one year except in the case of the deficient in speech and hard-of-hearing (eighteen months) and the deaf and blind (two years).

473. These teachers' terms of service are governed by the provisions of the General School Statute of 1962 (Chapter X, paragraphs 74-80) and of the Special School Statutes of 1965 (paragraphs 91-98) and 1968 (paragraphs 70-88). Salaries and conditions of employment are laid down in the general Agreement on Salaries and Employment Conditions for State Employees and in the Special Convention regarding certain categories of the teaching profession. Both instruments are subject to periodic renegotiation.

F. Social reintegration of the handicapped young

474. Although not embodied in any statutory provision the guiding principle in all special education activity in Sweden is to achieve normalization, integration and flexibility. This principle has been enunciated in several Parliamentary decisions and Government reports.

SWITZERLAND

A. Main bases of special education

475. Education of handicapped children is closely linked with compulsory primary education which, under the Federal Constitution of 1874, is the responsibility of the cantons. Accordingly legislative provisions relating to special education are found in cantonal legislation, usually in laws on public instruction, but even sometimes in constitutions.⁽¹⁾

476. At the Federal level the law of 19 June 1953 which provides subventions for public primary schools includes among the latter special schools. In addition a law dated 19 June 1959 (with executory regulations dated 17 January 1961) creates a scheme of invalidity insurance which covers the scholastic and vocational training of the handicapped; an order of the Federal Department of the Interior of 29 September 1961 places special schools among the beneficiaries of this scheme.

477. The cantons themselves designate the authorities responsible for special education, and regulations on the subject accordingly vary from case to case. As regards invalidity insurance the Federal Department of the Interior is responsible (executory regulations of 1961 as above, Article 117) but delegates its authority to the Federal Office of Social Insurance, which has charge of the actual management.

478. Under the Civil Code (Articles 275 and 405) parents are under the obligation of providing their physically or mentally-handicapped children with a type of education consonant with their condition. The cantons, in their own legislation, have taken measures to render possible the schooling of such children.

(1) Thus in the Constitution of the Canton of Nieder-Unterwald, Article 18: "Handicapped children must be given special education and training. The canton will for this purpose establish or aid special schools and education centres".

B. Categories of beneficiaries of special education

479. Categories of handicapped minors are defined as follows in the executory regulations implementing the Federal invalidity insurance law already cited: the mentally deficient (I.Q. not above 75); the blind; children whose visual perception using both eyes remains below 0.3 after correction; the deaf-mute and the deaf; children whose auditory perception is diminished by at least 40%; children suffering from grave speech impediment; and children who, by reason of some other physical or mental infirmity, cannot attend primary school and cannot be expected to do so.

C. Special classes and establishments

480. Some cantonal laws include provisions relating to various types of special establishments. At the Federal level an inquiry carried out by the Office of Social Insurance and published on 1 November 1967 defines special schools recognized for purposes of invalidity insurance under the following headings: schools for mentally defectives; for children suffering from behavioural maladjustment; for the handicapped in hearing or speech; for physical invalids; schools attached to hospitals or sanatoria; schools for the blind and partially sighted; and observation centres.

481. Institutions for vocational training and rehabilitation, for their part, must, under the terms of the invalidity insurance law (Article 26b), satisfy both the cantonal provisions and the Federal law itself before they can be recognized by the Federal Office of Social Insurance. Article 73 of the same law (and Articles 99 et seq. of the executory regulations) specify the conditions under which subventions may be granted to public establishments (or establishments recognized as of public utility which provide vocational training).

482. The cantonal laws contain provisions regarding the creation, structure, operation and control of special establishments. An order of 29 September 1961 also deals with these matters in Articles 3 (2), 4, 5, 6 and 9 for establishments catering for children who benefit from invalidity insurance. Regarding finance, cantons must earmark 10% of the basic subvention they receive from the Confederation to special education (law of 19 June 1953 as above).

483. There is some private special education which falls under cantonal jurisdiction. From the standpoint of invalidity insurance private schools may obtain recognition under the 1961 order just mentioned under the same terms as schools set up by public corporations. The insurance scheme will, however, only grant direct subventions to private institutions if they have been recognized as of public utility.

D. Operation of the special education system

484. Identification of handicapped children may take place as early as at the pre-school age (Article 19 (3) of the invalidity insurance law and Article 12 of the executory regulations, which encourages such pre-selection). It takes place at the cantonal level through the collaboration of teachers, doctors and school psychiatrists.

485. Educational guidance is in the hands of the cantons and communities. Vocational guidance, on the other hand, is foreseen in the invalidity insurance law itself (Article 15). Regional social insurance offices take part in the study of the chances of professional rehabilitation of each subject and will then provide training opportunities if appropriate (Article 63). Social services for aid to invalids, whether public or recognized as of public utility, may co-operate in the activities of the regional offices (Article 71).

486. Some cantonal legislation contains provisions regarding admission to special schools. In general, however, the founding bodies of these institutions have freedom of action in laying down the conditions for admission, subject only to the terms under which they receive subventions from the State. In the case of schools recognized by the invalidity insurance scheme the conditions of admission of pupils and the maximum number of pupils in each class are matters for decision by the Office of Social Insurance, which must satisfy itself that the operation of the teaching establishment is in conformity with the conditions laid down.

487. The cantons do not legislate in respect of study programmes, teaching methods and materials used in special classes and schools, but they do issue directives to teaching staff through

the school inspectorate, and obtain adherence to elaborate study programmes through the agency of school committees. The invalidity insurance scheme, for its part, requires of special schools which it has recognized that the training provided is suited to the capacities of the children taught.

488. Material assistance to the handicapped young in fulfilling their school obligations is provided under Article 19 of the insurance law and Articles 8-11 of the executory regulations. These texts make provision for contributions towards school fees, meals, lodging and transport, and towards costs of medical care if required. Article 12 of the regulations extends these benefits to children of pre-school age, and handicapped children enjoy the same benefits irrespective of those accorded to them by cantonal legislation.

E. Teaching staff

489. Special schools recognized by the invalidity insurance scheme must employ specialized teachers (Article 3 (i) of the order of 1961), for whom special courses are organized in various universities. The invalidity insurance law seeks to encourage the training and further training of such teachers through subventions granted to the organizers of these courses, amounting to as much as 80% of costs (Article 74 (d) of the law and Articles 108-113 of the executory regulations). Remuneration of staff is left to negotiation, subject to any cantonal or local provisions and to the salary scales laid down by the invalidity insurance scheme in respect of establishments to which it grants subventions.

F. Social reintegration of the handicapped young

490. Some cantons have set up children's or youths' welfare services with a variety of duties. There are also private associations for aid to the infirm which receive subventions from the invalidity insurance for some of their activities (Article 74 of the law and articles 108-110 of the regulations). The Government relies on these associations to take measures of a social character needed to ensure the vocational reintegration of the handicapped.

CZECHOSLOVAKIA

A. Main bases of special education

491. The basic text concerning special education is the Education Law of 15 December 1960, supplemented by a decree No. 13.833/61-I/3 of 15 May 1961.

All legislation and regulations are adopted at the national level.⁽¹⁾ If any regulations involve more than one ministry, they are drawn up jointly.

492. Education of the physically or mentally-handicapped young is the responsibility of the Ministry of Education; but institutions for the physically handicapped are administered by the Ministry of Labour and Social Affairs, in co-operation with the Ministry of Education as far as teaching is concerned. The Ministry of Health has charge of medical establishments, hospitals and sanatoria for children, educational questions again being reserved to the first-named Ministry. Thus the three ministries control, each within its sphere of competence, the educational, social and medical aspects of the question, with a tripartite co-ordinating committee to solve problems of common concern.

493. Under the Education Law schooling is compulsory for all children above six years of age. For children mentally, sensorily or physically deficient paragraph 4 of the law imposes compulsory schooling from the age of three.

B. Categories of beneficiaries of special education

494. The decree of 1961 makes the following classification of handicapped children: the mentally handicapped; the handicapped in sight, hearing or speech; the physically handicapped;

(1) The reply of Czechoslovakia was dated 10 December 1968 and precedes the entry into force of the law concerning the Czechoslovak Federation of 1 January 1969.

children suffering from multiple deficiencies; children who have lost contact with society, education and work, and whose conduct is a threat to the education of others; children physically weak while they remain in hospital, sanatorium or curative institution; children who cannot be educated and who are receiving special care in an institution.

C. Special classes and establishments

495. The main types of educational establishments for children requiring special training are described in an appendix to the regulations issued by the Ministry of Education in 1961. This text calls for the setting up of special schools, educational institutions and special classes. Both general education and vocational training are foreseen in hospitals and sanatoria.

496. The operation, supervision and financing of these establishments is ensured, as for regular schools, by National Committees drawing upon State funds. Vocational training centres are in the same situation.

497. It is interesting to note that as the number of handicapped children is low, certain types of institution are represented by a single establishment for the whole territory of the Republic.

Private education does not exist in Czechoslovakia.

D. Operation of the special education system

498. Legislative provisions regarding identification appear to be lacking, but regulations are being jointly prepared by the three competent ministries. The guidance of pupils and their admission to educational establishments and vocational training centres are dealt with in the Educational Law of 1960 and the decree of 1961 already cited.

499. Study programmes exist for all types of special schools. Teaching methods are not uniformly applied; they derive from manuals and special texts for the use of teachers, published for different types of schools and recommending various methods of work. Some study programmes are contained in regulations No. 24.378 issued by the Ministry of Education in 1968.

500. To assist their schooling the handicapped young are provided free of charge with school-books, special appliances (decree No. 41, 1964, of the Minister of Education) and with medical care (law No. 20, 1966, concerning social security). Meals and lodging are available at reduced prices taking account of the parents' income (interministerial decree No. 124 of 1967).

E. Teaching staff

501. The training of university professors is governed by law No. 19 of 1966 concerning universities; that of professors and teachers in secondary education by the Education Law of 1960. There is little information concerning the training of specialized teaching staff. Appointments are made by National Committees in accordance with the Labour Code (law No. 65 of 1965). Remuneration is based upon the salary scales for the teaching profession (decree No. 8800 of the Ministry of Education, 1968).

F. Social reintegration of the handicapped young

502. The handicapped young depend in this field upon two general measures, law No. 65 of 1965 on the Labour Code, and law No. 101 of 1964 on Social Security. It may be added that any changes resulting from the new federative structure of the country are likely to be secondary, the total number of handicapped young being low.

THAILAND

A. Main bases of special education

503. There is no special legislation concerning handicapped children, whose training is the responsibility of the Ministry of Education; but in 1951, the Ministry set up a Special Education Division within the Department of Elementary and Adult Education.

504. The new division acts on the principle that every child must receive at least four years of compulsory education, without regard to any physical or mental handicaps it may suffer from. In addition, the National Education Plan of 20 October 1960 lays down in point 18 that the State must furnish children relieved of the compulsory schooling obligation with an appropriate type of education; these children include the handicapped.

B. Categories of beneficiaries of special education

505. Beyond references to the blind and the deaf, there are no legislative provisions defining the main categories of handicapped persons.

C. Special classes and establishments

506. The Government's reply indicates that in fact, special education began with the creation in Bangkok in 1938 of a school for the blind, while a school for the deaf was opened some time after 1951. Official or private organizations receiving support from the Ministry of Education assist the latter in developing special education along guiding lines laid down by a ministerial committee established in 1967 to draw up a plan for such education. Two formulae have been adopted: on the one hand the creation of special schools for the handicapped young; and on the other, their integration in regular schools.

507. Special education includes pre-school training (kindergartens) and primary and secondary schooling. The Ministry also gives support to private bodies which provide vocational training for the handicapped by supplying teachers and in some cases financial aid.

F. Social reintegration of the handicapped young

508. At the request of the National Council for Social Works the Government is studying the possibility of amending the regulations with a view to giving handicapped persons, on the same footing as any others, access to administrative employment. It has in the meantime urged all public services to employ such persons to the fullest possible extent.

UNION OF SOVIET SOCIALIST REPUBLICS

A. Main bases of special education

509. Special education has been the subject of legislation for some fifty years, the first example being a decree of the Council of Peoples' Commissars of 10 December 1919 relating to the education and health of handicapped children signed by Lenin. This was followed by another decree of 23 November 1926 emanating from the same authority, by a decree of the Council of Peoples' Commissars of the RSFSR dated 14 July 1943, by four orders of the Ministry of Public Instruction of the RSFSR (1950, 1951, 1952 and 1953) concerning the education of certain categories of handicapped children, by a law on the development of public instruction in the RSFSR (16 April 1959) and by two decrees of the Council of Ministers of the RSFSR on the one hand, and of the USSR on the other (21 September 1960 and 24 November 1961 respectively) dealing with the length of studies in certain special schools and the improvement of the education of the handicapped. Many regulations and instructions from the Ministries of Public Instruction (RSFSR) or Public Health (USSR) relating to special schools could be added to the list.

510. The preparation and adoption of legislative or regulatory measures concerning special education may take place at the Soviet Union level or at that of the republics. Specific questions of a concrete character are settled at the regional or local level, in particular by executive committees in the territories and districts.

511. Three ministries are concerned with special education: Public Instruction, Public Health and Social Security.

The Ministry of Public Instruction has competence over pre-school establishments for physically-handicapped children and over every type of school for all categories of physically or mentally-handicapped subjects. It provides general and vocational training for all pupils and is also in charge of the training of teaching staff for every type of special establishment. It has a Section of Special Education.

The Ministry of Public Health has general charge of handicapped children up to the age of three, of kindergartens for the mentally backward, and of sanatoria for various categories of deficient. It provides medical care in every type of school and deals with the vocational training and employment in special workshops of mentally-handicapped youth.

The Ministry of Social Security is concerned with the vocational training and placing at work of the deaf and the blind in special school-workshops. It also sees to the payment of pensions to every category of handicapped young, physically or mentally affected.

512. Co-ordination of the activities of public administrations concerned in the field of special education goes back to the decree of 10 December 1919 of the Council of Peoples' Commissars cited above. It was taken further in a decree of the same Council of 9 August 1927 and in one enacted by the Council of Ministers of USSR on 24 November 1961.

An Institute of Research on Deficiencies (or "Defectology") attached to the Soviet Academy of Pedagogic Sciences was created by decrees of the Council of Peoples' Commissars of the USSR of 6 October 1943 and of the Council of Peoples' Commissars of the RSFSR of 14 February 1944. Its task is to study physical and mental deficiencies and to plan appropriate systems of education as well as the structure of special schools.

513. A decree of 22 April 1927 of the Council of Peoples' Commissars of the RSFSR established the free and compulsory schooling of physically or mentally-diminished children, with local public instruction authorities being responsible for their education. Special instructions on the subject were issued by the Peoples' Commissariat of Public Instruction of the RSFSR in agreement with the Public Health Commissariat, or by the corresponding commissariats in the autonomous republics, again in agreement with the health authorities.

B. Categories of beneficiaries of special education

514. The earliest definitions of categories of handicapped children appear in the decree of 1919. They distinguish: nervous children or children suffering from psychic disturbance; backward children; and the physically handicapped (with three sub-divisions for the deaf-mute, the blind and the crippled). Other legislative texts mention children handicapped in sight, hearing or speech and the mentally deficient.

C. Special classes and establishments

515. Among the basic texts which regulate this matter (some of which have been cited above) there are several decrees (1919, 1926 and 1961) and orders (1950, 1951), and a prescription of the Ministry of Public Instruction of the RSFSR, which give definitions of existing types of establishments: children's homes and kindergartens for those with disturbances of the central nervous system; nurseries for the deaf and stammerers; sanatoria for various types of paralysis; kindergartens and boarding schools for the handicapped in hearing, sight or speech, and for the motor handicapped; auxiliary schools, either day or boarding, for the retarded; forest school sanatoria for nervous children - altogether 19 different types of establishment.

All these varied special schools provide teaching which is based upon the regular school programme at eight years of age. They also provide secondary school teaching reaching up to the

higher cycle (except for the deaf). Individual tuition at home is foreseen by local public instruction authorities for children who cannot attend school or live in boarding institutions.

516. Provisions for the vocational training of the deaf and the blind are made in an order of the Ministry of Public Instruction of the RSFSR dated 13 November 1962, while another decree adopted by the Council of Ministers of RSFSR and the Trade Union Council of USSR on 11 March 1964 establishes workshop regulations. There are also training and vocational rehabilitation centres for the deaf, the blind and the retarded which receive pupils from the age of sixteen and which, for the deaf and blind, are known as education and production undertakings. For the mentally retarded there are workshops combining therapeutic treatment and manual labour, organized in the light of decrees concerning public health.

517. The details of structure, operation and financing of special education establishments are governed by the provisions on special schools issued by the Ministry of Public Instruction of the RSFSR and by the corresponding ministries of the other republics. These provisions also define the objectives and purposes of instruction, of preparation for work and of vocational training. Other texts deal with particular aspects of the organization and operation of these schools.

There is no private special education in USSR.

D. Operation of the special education system

518. Instructions relating to admission to special establishments, issued by ministries of public instruction, lay down criteria and the principal means of identifying deficiencies. Questions relating to classification of categories of handicapped are dealt with in the 1965 regulations concerning special schools, various instructions already cited and a series of methodological circulars addressed to teachers.

519. All special schools serve the objectives of communist education and accordingly give their pupils, together with moral, physical and aesthetic education, general polytechnical instruction and a vocational training that will fit them to play a useful rôle in society. These objectives, already stated in the decree of the Council of Peoples' Commissars of 23 November 1926, are reaffirmed in the regulations of the Ministry of Public Instruction relating to special schools. The same regulations, together with instructions regarding admission to various types of establishments, govern the entrance of pupils into special schools, and also into vocational rehabilitation centres.

520. Limits on the number of pupils admitted to class differs according to the type of school. Under the foregoing regulations there is a limit of twelve pupils in schools for the handicapped in sight, hearing or speech, and of sixteen pupils in schools for the retarded and children suffering from the after-effects of poliomyelitis. For manual work and vocational training generally groups are limited to 8-10 pupils.

521. The Research Institute on Deficiencies of the Soviet Academy of Pedagogic Sciences, in co-operation with the Special Education Section of the Ministry of Public Instruction, draws up study programmes and teaching methods, and selects teaching materials, including primers to which the Ministry devotes careful study, for every category of special school. If ordinary primers are used they are supplemented by explanatory notes and instructions related to the study programmes.

522. From the time of the decree of 22 April 1927 of the Council of Peoples' Commissars of RSFSR a series of measures was planned to enforce the compulsory education of the handicapped young, including free instruction, primers and school supplies. Medical care is also provided free, and grants are made towards the costs of boarding schools.

E. Teaching staff

523. Teachers are trained in specialized sections of the State Teacher Training Institutes. Appointments are made in accordance with the regulations concerning special schools and remuneration rates are governed by the decree of the Council of Peoples' Commissars and of the Central Committee of the Communist Party of the USSR dated 11 August 1943. Article 14 of this decree provides that teachers in schools of a special character shall receive a supplement of 25% over and above salaries for the corresponding grades in regular teaching.

F. Social reintegration of the handicapped young

524. The practical enforcement of the right to education and vocational training which is written into the Constitution guarantees to the handicapped young entry into society as fully-integrated members. The range of professions in which they can receive training has been extended to many branches of modern industry. The blind, for example, can now be trained for employment in the radio-electronics industry.

The handicapped also benefit from liberal conditions of work and leisure, together with secured pensions.

ANNEX

QUESTIONNAIRE ON THE LEGISLATION CONCERNING THE SPECIAL EDUCATION
OF HANDICAPPED CHILDREN AND YOUNG PEOPLE*

1. Does the existing legislation define the principal categories of handicapped children and young people? If so, please indicate these categories and quote appropriate texts (origin, date).
2. (a) What are the principal legislative provisions (laws, regulations, decrees, etc.) governing the organization and the administration of the special education of physically or mentally handicapped children and young people?
(b) Do the elaboration and adoption of legislative provisions and regulations relating to special education take place on the national, provincial or local level? Please give some examples.
(c) What are the legislative provisions defining the principal types of teaching establishments for physically and mentally handicapped children and young people?
3. (a) Does the existing legislation or the legislative measures foreseen establish compulsory education for handicapped children and young people? If so, please quote appropriate texts.
(b) What provisions are foreseen in the legislation to govern the assistance given to handicapped children to ensure compulsory education (free transport, school books, meals, boarding, medical care, etc.)?
4. Which are the ministries whose jurisdiction covers the education of physically and mentally handicapped children and young people? To what categories of handicapped persons and to which aspects of their education does the jurisdiction of each ministry extend? What are the main legislative provisions governing these different points?
5. What are the essential provisions of the legislation relating to the creation, organization, functioning, inspection and financing of:
(a) classes or special schools for physically and mentally handicapped children;
(b) establishments or centres for training and vocational rehabilitation?
6. Please indicate the main legislative provisions, if any, concerning the study programmes, teaching methods and didactic material for the special classes and special schools.
7. What are the essential provisions of the legislation relating to the training, the appointment and the remuneration of teaching staff in the special classes and special schools?
8. What are the main provisions of the legislation governing the following points concerning physically or mentally handicapped children and young people:
(a) their identification (particularly the criteria and methods)
(b) their classification
(c) their school or vocational guidance
(d) their admission into the classes or establishments for special education, the maximum number of pupils per class, etc.
(e) their admission into the establishments or centres for training or vocational rehabilitation?

* In answering the questions please give exact references and dates of the relevant laws, decrees and regulations.

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9. Please indicate the main legislative provisions governing private education, if any, dealing with the special education of physically and mentally handicapped children and young people.
10. What are the principal legislative provisions concerning the social reintegration of physically or mentally handicapped children and young people?

N.B. Please add any further information you may consider useful.